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ABSTRACT

Intended for researchers and professionals, this report provides a detailed review of planning strategies, action steps, and outcomes of the National Dissemination Project for Post-Secondary Education from 1972 to 1974. Drawing on the background that led to the project, the report covers the planning stages in detail and provides comprehensive examples of strategy and planning documents. The actual process of dissemination is then described, and all the strategies used for promoting educational change through dissemination of innovative ideas are separately reviewed. Different methods used in dissemination are analyzed individually for effectiveness in promoting change. The final report also describes original systems or models developed through the project. It discusses cost-benefit and other forms of evaluation, lists clients and project publications, and developes a series of mathematical concepts that could be used for basic research on dissemination. Case studies and illustrative documents are included in an appendix. (Author)

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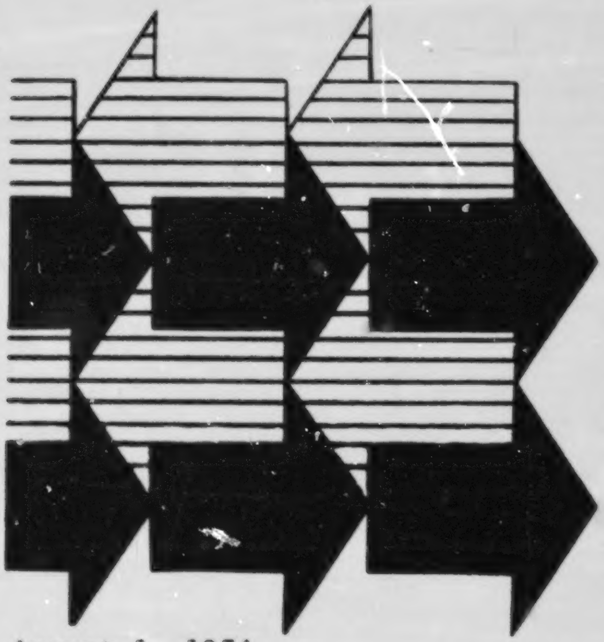
THE NATIONAL DISSEMINATION PROJECT FOR POST-SECONDARY EDUCATION:
A FINAL REPORT



August 1, 1974

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THE NATIONAL DISSEMINATION PROJECT:

AN OVERVIEW

The National Dissemination Project for Post-Secondary Education was founded in July 1972 by the Office of Economic Opportunity.

The major purposes of the Project were:

1. to assess the accomplishments of OEO-related projects in community college education, and
2. to identify users at community colleges across the U.S., and assist them to put the assessed information to use.

The Project was viewed as a demonstration as well as an experiment. On the one hand, it was to be a test of the concept of "utilization", and of ways in which experiences in many different projects and locations could be retrieved, consolidated and communicated. On the other hand, it was also a practical exercise, in communicating information on community-college projects dealing with minorities, the disadvantaged, and students now labelled "non-traditional". Each major purpose was intended to reinforce the other; to the degree that the activities succeeded or failed in meeting their objectives, a test of dissemination modes and philosophies would have occurred.

To date, both these major objectives have been accomplished.

The National Dissemination Project conducted an assessment of programs that took staff to 150 colleges in 20 states. Developing its own system for analysing major areas of concern (Educational Services, Career Education, Academic Planning), it analyzed the achievements of OEO-related projects and issued a series of reports highlighting the ideas that had been "retrieved". It executed a systematic strategy for identifying "clients" for information, and built up a national "client list" of 200 which provided valuable feedback and direction in developing new lines of inquiry.

Active efforts to promote dissemination of ideas took the National Dissemination Project to many different states. It assisted Manpower and Accountability planning in Montana, conducted workshops in Florida and Vermont, helped with planning and evaluation systems in California, executed an inter-college, inter-tribal demonstration project in Alaska, assisted with reviewing program options for the disadvantaged in the Mountain States, reviewed youth-involvement programs in Illinois, and promoted an institutional renewal project in Seattle. It made presentations to state-level directors of community college and vocational programs, provided research reports to federal agencies, and attempted to establish linkages with other national organizations dealing with dissemination.

In the process of dissemination, the National Dissemination Project adapted or created several new conceptual models, wich became significant parts of its activities. The Relevance Matrix approach was one such planning tool, and was used in a variety of settings; a Long-Range occupational forecasting model, developed from OEO's manpower research, was used for career education; and concepts such as Vermont's "open community college", North Carolina's Educational Development Team, and Florida's Need Assessment Package became typical of ideas gleamed from OEO experiences that proved interesting to other clients.

This multiple array of tasks was accomplished with a budget of about $180,000, spread over 26 calendar months. Thus, the National Dissemination Project demonstrated that all the tasks visualized as part of a national process of dissemination could be accomplished cheaply and efficiently, if the right methods were used.

The experiences of the National Dissemination Project, it is hoped, can be put to use in other areas of national concern such as Health, Community Development, Secondary Education and Social Services where dissemination of ideas gained from localized successes can improve institutional processes on a comprehensive, national basis. This report presents the details of the experiment conducted by the National Dissemination Project, so that it will serve as a guide as well as an example.

A PROJECT BACKGROUND:
THE ORIGINAL OEO DEMONSTRATION PROJECTS,
AND CONCERN WITH DISSEMINATION

The National Dissemination Project was designed to insure the use and application of research and demonstration projects in the community college field. Specifically, OEO was concerned with the utilization of information from several state-level demonstration projects it had funded. But there was also a more general concern with the utilization of information on a wide range of innovative community college developments, which before this time had not been communicated effectively to potential users across the country.

A second, and perhaps equally important objective of the Project, was the study of the process by which information is most effectively disseminated and utilized. It was felt that the National Dissemination Project might suggest a course of action in order to launch a realistic and badly needed federal effort to better facilitate the utilization of information on demonstration projects.

Since 1972, the National Dissemination Project has worked to fulfill both objectives. This report deals in a major way with project activities relating to the first objective carried out over the past year. Another report, "Tactical Dissemination: A Study of National Dissemination Project Findings on Knowledge Utilization" deals with the second objective.

OEO'S DEMONSTRATION PROJECTS

By early 1970, there appeared to be a good deal of support for community colleges within the Nixon administration. In the Office of Education, Sidney Marland was emphasizing community colleges as the key link in a career education system, and expected increases in vocational-education monies could be expected to benefit the two-year colleges. There was also a new willingness by private foundations to fund community college projects.

OEO hoped to insure that future growth would take into account the needs of low-income individuals particularly. Through its Task Force on Community Colleges, established in January, 1970, OEO identified problem areas of major concern and committed itself to action in eight critical areas:

1. Develop state and institutional planning capacities.
2. Increase the ability to mobilize resources for community college development.
3. Improve career education possibilities for the disadvantaged.
4. Extend the range of community services offered by colleges.
5. Bring related federal programs into a community college setting.
6. Revise curricula to make them more relevant to the disadvantaged.

7. Train the faculty to work with disadvantaged students.
8. Involve the students in instruction and community services.

Shortly after the Task Force completed its study of needs and suggested areas of development, OEO's Office of Program Development took over by funding nine projects to assist states in planning and developing community colleges that are more responsive to the needs of the poor.

The project grants were of two types--those which were aimed at development of a comprehensive state plan for the disadvantaged, and those which were aimed more directly at improving the instruction and overall educational capacity of state community colleges. Under the first stricture, it was hypothesized that if community colleges were to make a stronger impact on their communities, then a strengthened planning capacity would be needed. The OEO projects would test whether state planning grants would help gear up community colleges for expected rapid development in the '70's. Under the second stricture, it was hypothesized that community colleges were unable to respond effectively to new needs because of lack of resources or their ineffective use.

By late 1970, most projects had been organized and were functioning according to their own local conditions and structure within the state agency. One project, in North Carolina, was even functioning outside the state community college agency under the direction of a regional higher educational laboratory. This diversity allowed OEO to test the varied accomplishments of projects with respect to their organizational positions.

Accomplishments, as was expected, varied greatly from project to project. By 1972, when most projects had ended or were ending, there was little unanimity on what had or had not been accomplished, or what significant progress had been achieved. The projects were widely scattered throughout the country, and once funded, had pretty much gone their own ways, without sharing experiences. There was a very real concern at OEO that unless a new project was funded to collect information on the demonstration projects, assess its worth, and disseminate it nationally, the approximately $1.5 million investment would not be fully utilized.

DEVELOPMENTS IN DISSEMINATION AND UTILIZATION OF KNOWLEDGE

Concurrent with OEO's interest in community college development, was an awareness that the agency lacked an effective means of disseminating information ~~on~~ its demonstration projects. Mr. Wesley Hjornevik, deputy director of the Office of Program Development, had formed a special task force to study information utilization issues and make necessary recommendations to the agency.

Out of this study emerged a producer-consumer model of dissemination. The information producer "markets" information to the consumer--any group, organization, or agency which could make use of the information. If dissemination is viewed in this way, the "marketing function" requires an active effort by the disseminating agent to seek out potential clients and work with them to insure successful utilization.

The term "spectrum utilization" was coined to refer to a dissemination effort which spanned a wide spectrum of techniques--from the "passive" collection and storage of information, to the very "active" and personal assistance in applying information to a local need. An August 1971 report, prepared for the OEO Utilization Task Force by Jim Tanck, concluded that:

> "We must begin now to implement a utilization program. It is important that we quit talking about utilization and begin to test out a system...If the OPD utilization program demonstrates the value of such activity, it could be expanded agency-wide in FY'73."

It was with this imperative that the National Dissemination Project was first funded in 1972. Since then visits have been made to over 150 institutions and agencies in twenty states to collect and to disseminate information on community college concerns for the disadvantaged. Dissemination activities have included the preparation and distribution of reports, presentations at workshops and conferences, and personal assistance in local planning efforts. As of August 31, 1974, these efforts will have been all completed and the major phase of the project over.

THE PROJECT PROPOSAL:
OUTLINING A WORK PLAN

The original plan for National Dissemination was submitted to OEO in November, 1971, and received official approval on July 1, 1972, the starting date for Project activities. What follows are the steps envisioned in the original proposal for a Project spanning thirteen months. The Project was extended for a second year after successful completion of these steps. It should be noted that specific activities under each heading were altered somewhat to meet needs as the Project developed.

I. ASSESSMENT AND RETRIEVAL: Available information on community-college programs for the disadvantaged, especially in the "major" states where the OEO projects had been initiated, was to be assessed and categorized. From this process, we hoped to extract ideas that could be put to use in transforming community college programs.

II. CLIENT IDENTIFICATION: Potential "users" of information that could be applied to promote educational innovations were to be identified, and then contacted in a variety of ways. They were to be assisted with funding and using information which (in their opinion) could be applied to their particular contexts.

III. DISSEMINATION/UTILIZATION: The forms in which information was processed and packaged, and the degrees to which these forms (and related activities) helped in communicating "ideas" that led to change, were to be carefully programmed and analyzed for future insights on the process of educational change. Thus, the project was to serve as a "field test" on different modes of dissemination and utilization, with possible implications for future federal activity.

There was a "chicken-and-egg" problem involved in these activities, which had to be considered in designing the original project.

It is difficult to "assess" information, let alone categorize it, without having in mind the uses to which it is to be put. On the other hand, it is difficult to identify "users," not to speak of uses, without some idea of the kinds of information that could be made available. Thus, I and II are "interdependent" in practice; the manner in which each is pursued shapes, to a significant degree, the activities in pursuit of the other.

If the two goals are independently pursued, moreover, there can be a great misuse of time and effort. A lot of information initially "assessed" can be found to be irrelevant, either in form or content, for "users", equally, it is possible to devise a marketing strategy and identify "clients," and then discover there are very few ways to assist them. To some degree, this is unavoidable in a dissemination process where neither the form of the product nor a target "market" has been first identified. Nevertheless, any plan for dissemination, under these circumstances, must devise a process that attempts to "minimize" such problems.

Our plan called for execution of the National Dissemination Project in two phases.

In Phase One, the twin goals of "assessment and retrieval" and "client identification" were to be pursued simultaneously, with carefully overlapping steps and sub-steps to provide mutual feedback between the goals. Thus, an initial set of categories was to be developed, and premises and hypotheses under each major category were to be used as a basis for identifying needed information. At the same time, initial users of categorical information were to be contacted, formally and informally, as a "reality-check" for the materials being developed. As the process proceeded through several rounds, clearer ideas on the information available would begin to emerge; and the character and nature of potential clients would begin to be defined. The final list of "possible" clients would therefore be established at the same time that the optimal methods of assisting them with information would become known.

The results of Phase One could then be used to develop a plan for Phase Two. The phase would consist of actually executing the dissemination strategies derived from the Phase One process, and evaluating their success and failure. Because so much of the form of Phase Two would depend on the outcomes of Phase One, it was difficult to draw up an explicit plan; but some of the broad goals of the Phase Two stage of the activity could be visualized and presented.

Following are the original Project Work Plan, the Work Plan Diagram, and steps which were suggested for Phase II of the Project.

THE WORK PLAN

As an example of how we propose to carry out our National Utilization and Dissemination, our work plan is presented covering Phase I of the Dissemination proposal.

The major objectives of Phase I, described in Section I, are calendared along the top strip of the pages comprising the work plan. The manner in which we propose to achieve the objectives of Phase I is projected in the flow-chart in the main body of the work-plan diagram. Major parameters of activity--possible program report periods, tentatively scheduled national conferences or workshops, and periods of maximal staff travel--are indicated along the three lower bands, to correspond to the time sequence at the bottom of the page.

The work plan is subject to change, depending upon whether circumstances dictate that a different route should be followed in order to best accomplish the overall objectives.

No work plan is provided for Phase II. This is because the nature of results obtained during Phase I will dictate the projected activities of Phase II to such an extent that it is impossible at this stage to determine specific strategy for Phase II execution.

However, it can be seen that preparation of a CPM-flow chart for Phase II is programmed into the late states of Phase I.

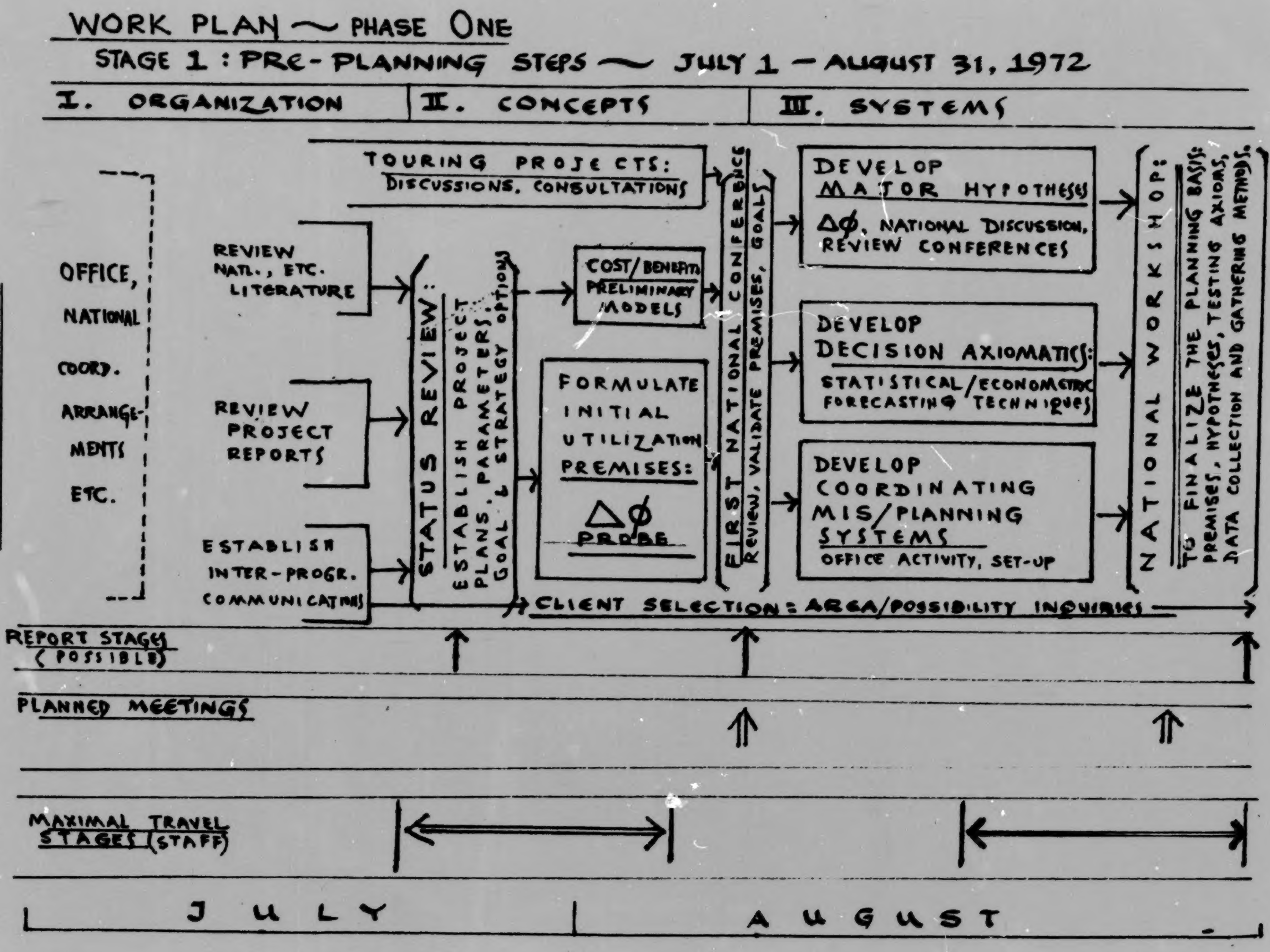
Some of the terms used in laying out the work plan are clarified below.

"Decision axiomatics": This term refers to the statistical criteria which must be developed in order to reach conclusions for supporting, establishing, affirming or rejecting major hypotheses. We anticipate that during the national utilization phase, attention will be directed toward answering specific questions on the basis of available data--for example, whether community college education is really less expensive than formal education; or, whether a vocational emphasis, where present, forces community college students into dead-end occupations with little upward mobility. Specific statistical and econometric techniques may have to be developed to answer such questions on the basis of available data.

"MIS Systems--Central, Project and Re-Tool": Adaptations of presently employed MIS techniques will need to be made to (a) gather, centralize and store relevant data; (b) standardize data and quality of information input from all national projects; (c) re-adapt the MIS System to monitor the results of utilization at all levels, once the data-collecting phases ends. In our view all three of these objectives can be accomplished with a single flexible MIS system, if provision is made for adapting it to varying needs at different points in time.

"Delphi": The Greek letter Δφ is used to indicate points where Delphi probe analysis may be used to achieve group consensus. This is an "optimal" strategy, we expect to apply a wide range of decision-making techniques--relevance matrices, morphological analysis, and parametric studies--other than Delphi, if needed at these stages.

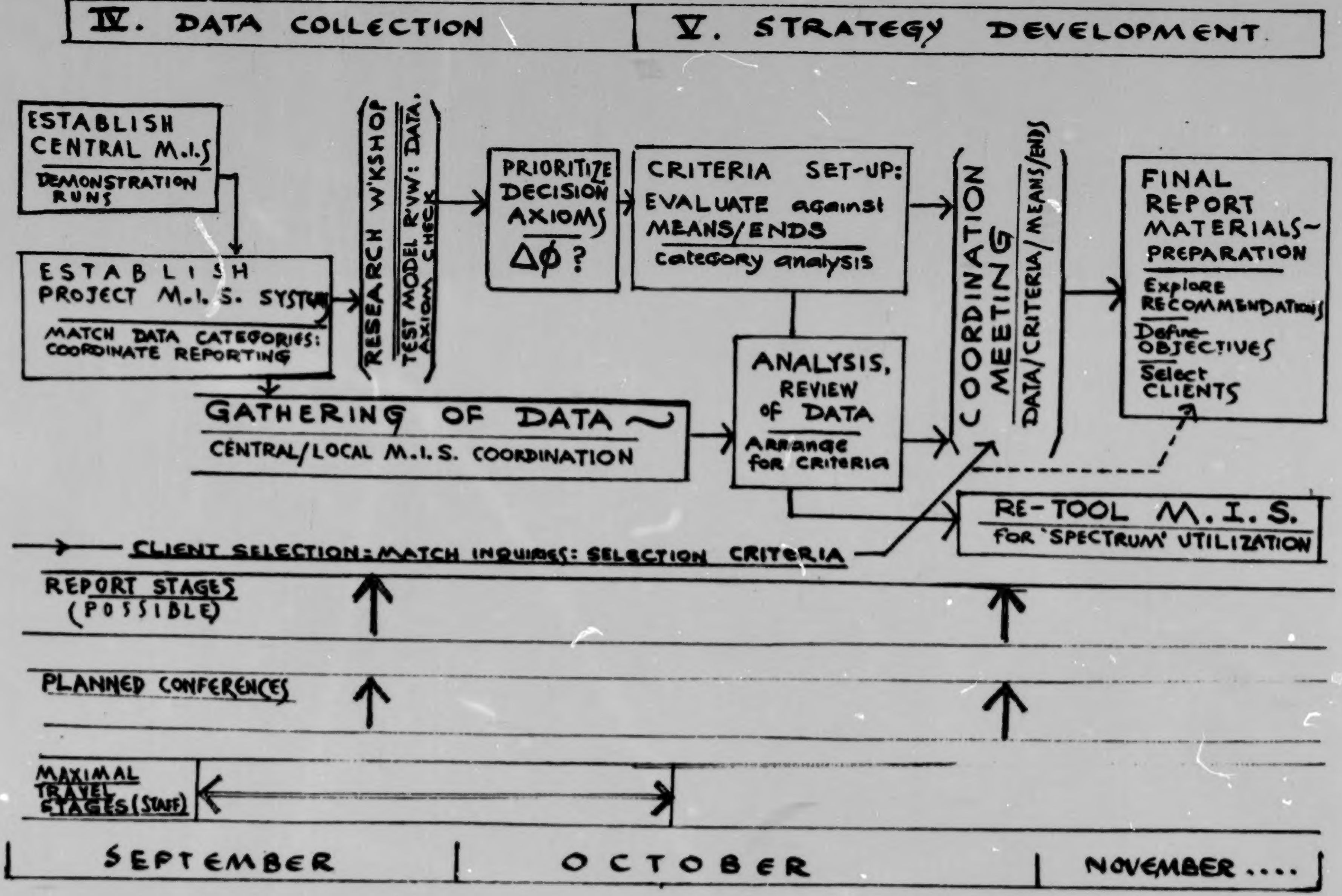
"Spectrum Utilization": Major application of this technique is reserved for Phase II. However, "spectrum utilization" refers to a system devised to test the OEO/OPD thesis on utilization--i.e., to divide utilization activities by mode, from "very passive" to "very active", and record each projected utilization activity by mode on the re-tooled MIS System. Thus, when the overall utilization activity is evaluated, we shall also have a field-test of the relative degrees of success in different modes of utilization. This should provide significant information on the general applicability of a passive-active model of analysis of utilization activity, as well as demonstrate which modes are more successful than others in actual practice. It is hoped that such an analysis might prove benefitial to other OEO/OPD efforts at utilization of R & D results.


WORK PLAN ~ PHASE ONE
STAGE 1 : PRE-PLANNING STEPS ~ JULY 1 – AUGUST 31, 1972
I. ORGANIZATION
II. CONCEPTS
III. SYSTEMS
OFFICE, NATIONAL COORD. ARRANGEMENTS ETC.
REVIEW NATL., ETC. LITERATURE
REVIEW PROJECT REPORTS
ESTABLISH INTER-PROGR. COMMUNICATIONS
TOURING PROJECTS: DISCUSSIONS, CONSULTATIONS
STATUS REVIEW: ESTABLISH PROJECT PLANS, PARAMETERS; GOAL & STRATEGY OPTIONS
COST/BENEFIT PRELIMINARY MODELS
FORMULATE INITIAL UTILIZATION PREMISES: ΔΦ PROBE
FIRST NATIONAL CONFERENCE
REVIEW, VALIDATE PREMISES, GOALS
DEVELOP MAJOR HYPOTHESES
ΔΦ, NATIONAL DISCUSSION, REVIEW CONFERENCES
DEVELOP DECISION AXIOMATICS:
STATISTICAL/ECONOMETRIC FORECASTING TECHNIQUES
DEVELOP COORDINATING MIS/PLANNING SYSTEMS
OFFICE ACTIVITY, SET-UP
NATIONAL WORKSHOP:
TO FINALIZE THE PLANNING BASIS: PREMISES, HYPOTHESES, TESTING AXIOMS, DATA COLLECTION AND GATHERING METHODS.
CLIENT SELECTION: AREA/POSSIBILITY INQUIRIES
REPORT STAGES (POSSIBLE)
PLANNED MEETINGS
MAXIMAL TRAVEL STAGES (STAFF)
JULY
AUGUST

THE WORK PLAN DIAGRAM

WORK PLAN — PHASE ONE

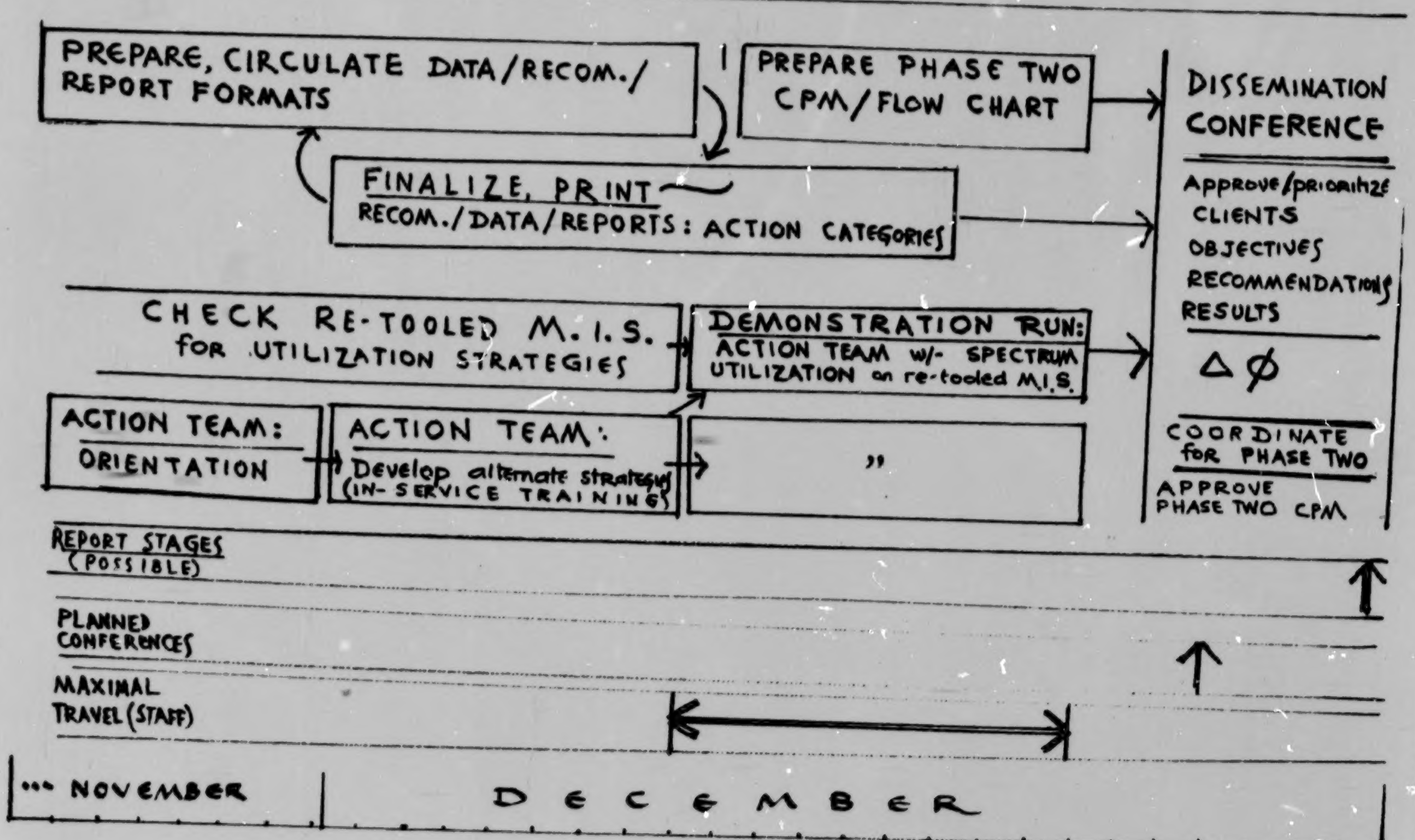
STAGE 2 : SEPT 1 — NOVEMBER 15, 1972


IV. DATA COLLECTION
V. STRATEGY DEVELOPMENT
ESTABLISH CENTRAL M.I.S
DEMONSTRATION RUNS
ESTABLISH PROJECT M.I.S. SYSTEM
MATCH DATA CATEGORIES: COORDINATE REPORTING
RESEARCH W'KSHOP
TEST MODEL R'VW: DATA, AXIOM CHECK
PRIORITIZE DECISION AXIOMS
Δϕ ?
CRITERIA SET-UP: EVALUATE against MEANS/ENDS
category analysis
GATHERING OF DATA ~
CENTRAL/LOCAL M.I.S. COORDINATION
ANALYSIS, REVIEW of DATA
Arrange for criteria
COORDINATION MEETING
DATA/CRITERIA/MEANS/ENDS
FINAL REPORT MATERIALS~ PREPARATION
Explore RECOMMENDATIONS
Define OBJECTIVES
Select CLIENTS
RE-TOOL M.I.S.
for 'SPECTRUM' UTILIZATION
CLIENT SELECTION: MATCH INQUIRIES: SELECTION CRITERIA
REPORT STAGES (POSSIBLE)
PLANNED CONFERENCES
MAXIMAL TRAVEL STAGES (STAFF)
SEPTEMBER
OCTOBER
NOVEMBER ....

WORK PLAN ~ PHASE ONE

STAGE 3: NOVEMBER 15 — DECEMBER 31, 1972

VI. FINAL PLANNING


PREPARE, CIRCULATE DATA/RECOM./ REPORT FORMATS
PREPARE PHASE TWO CPM/FLOW CHART
FINALIZE, PRINT ~ RECOM./DATA/REPORTS: ACTION CATEGORIES
DISSEMINATION CONFERENCE
Approve/prioritize
CLIENTS
OBJECTIVES
RECOMMENDATIONS
RESULTS
Δ Ø
COORDINATE for PHASE TWO
APPROVE PHASE TWO CPM
CHECK RE-TOOLED M.I.S. for UTILIZATION STRATEGIES
DEMONSTRATION RUN: ACTION TEAM w/- SPECTRUM UTILIZATION on re-tooled M.I.S.
ACTION TEAM: ORIENTATION
ACTION TEAM: Develop alternate strategies (IN-SERVICE TRAINING)
"
REPORT STAGES (POSSIBLE)
PLANNED CONFERENCES
MAXIMAL TRAVEL (STAFF)
... NOVEMBER
DECEMBER

NATIONAL UTILIZATION-PHASE II

Note The actual steps, objectives, and end-points for Phase II have not been worked out in detail, since this is the objective for Phase I, step VI. However, two major areas of planned activity are described below.

DISSEMINATION

1. Prepare "Information Packets". Develop summaries, briefs, presentations from Information Packets.
2. Carry out field trips, interviews, and follow ups for "Active Utilization" strategies, using individual or team Utilization as needed.
3. Send out sequential mailings, make telephone calls, arrange meetings, as needed for "Moderate Utilization" strategies.
4. Offer reports, information briefs, data notifications, etc., in "Passive Utilization" strategies.
5. Collect results of dissemination efforts, in "spectrum format" using MIS system.
6. Prepare MIS report on success of dissemination effort.

SPECTRUM ANALYSIS

1. Analyze each category of Utilization from "very passive to "very active"; develop analysis of successes and failures, in each category.
2. Analyze dissemination efforts by other categories:

   A. By client type.
   B. By region.
   C. By institutional setting.
   D. By kind of recommendation.

   Develop "Performance Matrices" for each category against spectrum of techniques.
3. Prepare report on spectrum of Utilization techniques.

END: Report on "Spectrum Utilization" based on Performance Matrices.

NATIONAL DISSEMINATION PROJECT

PHASE I: (July, 1972-March, 1973)

The Project's character and direction were still largely unsettled as of July 1, 1972, the official starting date. A good deal of theoretical--and consequently abstract--discussion had gone on over the prior six months, about what dissemination should or could mean, and about how best to proceed in carrrying-out an "active' dissemination effort. Because the Project had no clear precedent, the first phase of activity was designed to be exploratory, and the second phase, in which dissemination would begin, was left ill-defined. At the end of the first phase (originally set for January, then pushed back to March, 1973) a strategy plan for dissemination was to be developed and presented to OEO for approval.

Consequently, the Project began by perusing national developments in community colleges, with particular emphasis upon the OEO demonstration planning projects. The eight staff members--including three area specialists in academic planning, career education, and support services--concentrated on gaining a quick, broad overview of existing conditions as well as needs. Premises, goals and hypotheses were generated to begin to focus Project concerns. National contacts were established, and the flow of information into Project files was initiated.

By December, 1972, visits had been made to most of the original OEO demonstration projects as well as to selected other sites. Two workshops had been held which drew upon the personal experiences of those in the demonstration projects and suggested directions for a dissemination strategy. Over the winter a set of seven reports was written and printed which assessed the significance of the OEO demonstration projects as well as related developments.

Finally, in March, 1973, a strategy plan for dissemination had been prepared by the National Dissemination Specialist in consultation with other staff members. The Project was ready to begin its efforts to help improve community college services for the disadvantaged.

Following in this section are some materials included in the Initial Project Report of August, 1972. They include Project premises on the current state of community college development, as well as general goals for development grouped in the three specialist areas--Academic Planning, Career Education, and Educational Services (pp. 18-72).

These materials are followed, in turn, by a brief description of the printed Project reports which were the culmination of Phase I activities, and by a description of major Project findings (pp. 73-84).

PREMISES

Premises are essentially statements which describe "the world as it is", or as we believe it to be in relation to minority and disadvantaged students and dissemination/utilization of information. They are the project givens upon which goals have been developed, providing us with an understanding of the environment within which we will operate. Premises are grouped by the following areas: General Project, Dissemination/Utilization, Academic Programs, Educational Services, and Career Education.

The Dissemination/Utilization premises are strategy-oriented in that they will lead to formulation of a dissemination/utilization strategy. The other premises are goal-oriented in that they lead to generation of specialist area and general project goals. They deal with both the content and the process of innovation and must ultimately be action-oriented.

Listed below are the General Project Premises as well as the Dissemination/Utilization Premises. The specialist area premises are found under each specialist area section in this report.

General Project Premises

1. Sensitivity and Awareness

   A major impediment to improved educational services for minority and disadvantaged students is the lack of awareness of and sensitivity to their special educational and support service needs.

2. Planning and Monitoring Mechanisms

   A major impediment to improved educational services for minority and disadvantaged students is the lack of formal mechanisms to plan, develop, implement, monitor, and evaluate programs.

   a. Planning Support Services

      There are individuals in the community college environment who are change oriented but who lack the technical planning support needed to develop, implement, and evaluate new programs.

   b. Dependence on State-Level Development

      The degree of state-wide development of minority and disadvantaged student programs toward fulfillment of needs is a function of the state system's initiative in planning and coordinating development.

3. Unique Functions

   A major impediment to full development of community college service functions is a lack of understanding that community colleges can uniquely provide a variety of educational services.

4. Program Ideas and Concepts

   A major impediment to improved educational services for minority and disadvantaged students is the lack of information by local educators on innovative programs and concepts.

DISSEMINATION PREMISES

1. Reverberation

   Every action upon a system has effects which reverberate throughout the system.

2. Transferability

   Concepts and practices applied at one location may be relevant for transfer to other locations.

3. Adaptability

   Use of a concept or program in a new location is of greatest benefit when it is adapted to the local situations and needs.

4. Active Dissemination

   Acceptance and utilization of information is best facilitated through active rather than passive dissemination modes.

5. Step Flow

   Information flows in steps from a source to individuals with national or regional influence (interest in coordination and communication) to those individuals with state or local influence (interest in local application).

6. Change Forms

   Change may be exhibited through substitution of new practices for old, alteration of practices, restructuring of systems, or value orientation shifts.

7. Innovation Attributes

   Innovation is accepted in a system through demonstration of its relative advantage over existing practices, its compatability with existing values and experiences, its non-complexity or ease of use, its divisibility (degree to which it can be tried on a limited basis in varying circumstances), or its communicability or ease of understanding.

PROJECT GOALS AND HYPOTHESES

Goals are ends to which we direct our efforts, so as to maximize or minimize a situation. Several considerations were paramount in generating goals for this project.

-The goals should suggest innovative alternatives to existing practices. We want to promote new methodologies, new structures and systems, greater participation on a broader basic and unconventional approaches to program development.

-The goals should be comprehensive. It is important to recognize the interrelationships and interactions between different levels of authority and cooperative effort, as well as between the functional areas of academic programs, career education, counseling, recruiting, financial aid, etc. To plan for change in one sphere without considering the effects upon other spheres is wasted planning.

-The goals should be action-oriented. Goals must not only be relevant, they must be practical and meant for action. Otherwise goals are meaningless. From goals, specific plans of action are meant to be formulated with the object being implementation of new practices.

Our project thrust is system adaptability, and all goals relate back to it through tiers or levels. Plate I gives a visual depiction of the goal-tier concept with goals at the top tier being the most general and lower tier goals being quite specific. The chart does not reveal, however, how some goals may assume special

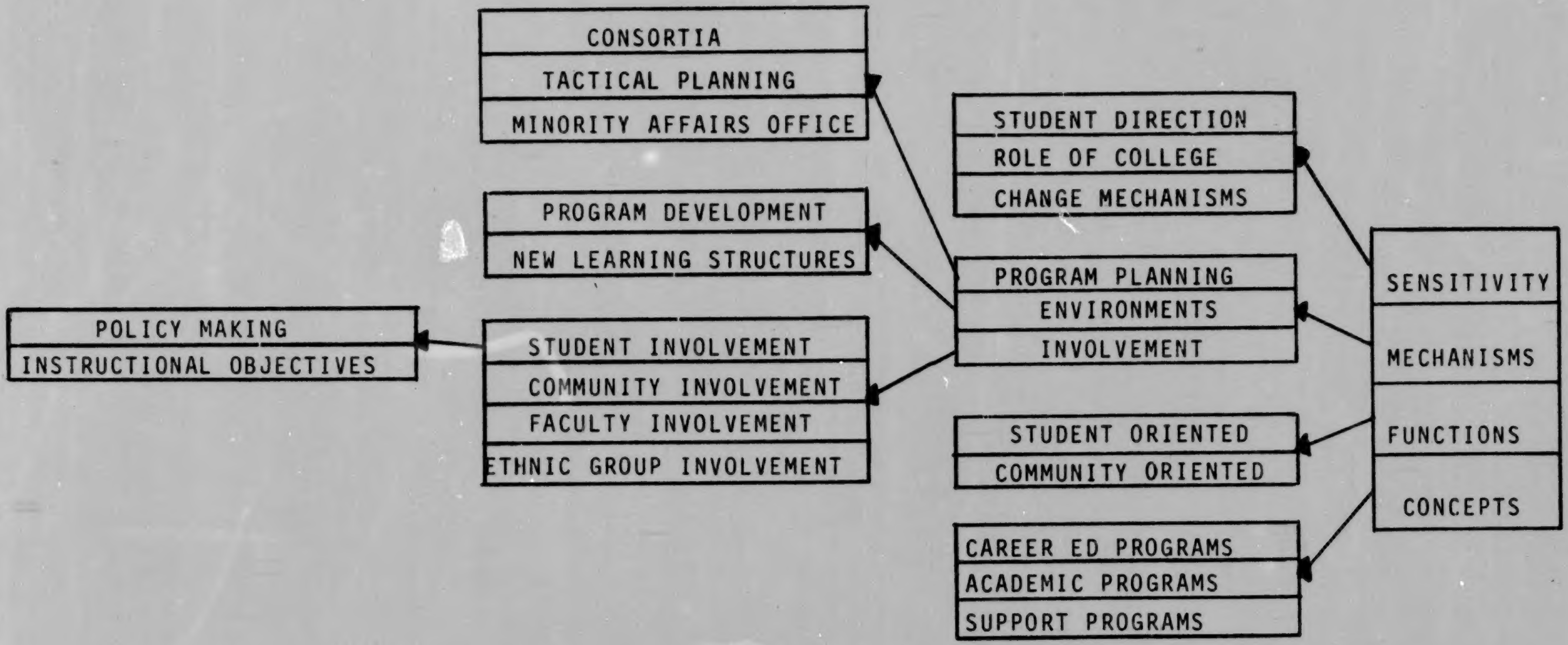

SENSITIVITY
MECHANISMS
FUNCTIONS
CONCEPTS
STUDENT DIRECTION
ROLE OF COLLEGE
CHANGE MECHANISMS
PROGRAM PLANNING
ENVIRONMENTS
INVOLVEMENT
STUDENT ORIENTED
COMMUNITY ORIENTED
CAREER ED PROGRAMS
ACADEMIC PROGRAMS
SUPPORT PROGRAMS
CONSORTIA
TACTICAL PLANNING
MINORITY AFFAIRS OFFICE
PROGRAM DEVELOPMENT
NEW LEARNING STRUCTURES
STUDENT INVOLVEMENT
COMMUNITY INVOLVEMENT
FACULTY INVOLVEMENT
ETHNIC GROUP INVOLVEMENT
POLICY MAKING
INSTRUCTIONAL OBJECTIVES

PLATE I

EXAMPLE OF GOAL AREAS GROUPED BY TIERS

relationships irrespective of their tier levels or area placements. These goals are contingent upon one another for achievement. A special color-coded goal board in our office reveals contingency relationships.

Four goal areas were identified as relating to system adaptability. It was felt that in order for a system to be adaptive to change, it needed:

1. Sensitivity and awareness of needs.
2. Mechanisms to plan for, implement, and monitor change.
3. Understanding of the unique functions of the community college.
4. Concepts and ideas for program development.

These, then became our four goal areas: Sensitivity, Mechanisms, Functions, and Concepts, and goals are grouped by area in tiers. (See plate II)

As part of the goal generation process, hypotheses were also generated. For example, a Tier I goal in Concepts is: "Develop flexible academic programs designed to achieve each students educational needs." From this goal, hypotheses are formulated, which are statements that if a given course of action is undertaken, it will affect progress toward the goal. One hypothesis for the Concept goal stated above is: "Providing suitable emphasis upon communication skills will produce flexibility in academic programs."

Each hypothesis derived from a Tier I goal is translatable into a Tier II goal, which in turn generates new hypotheses. For the hypothesis stated above, it becomes a Tier II goal to "Provide suitable emphasis upon communication skills."

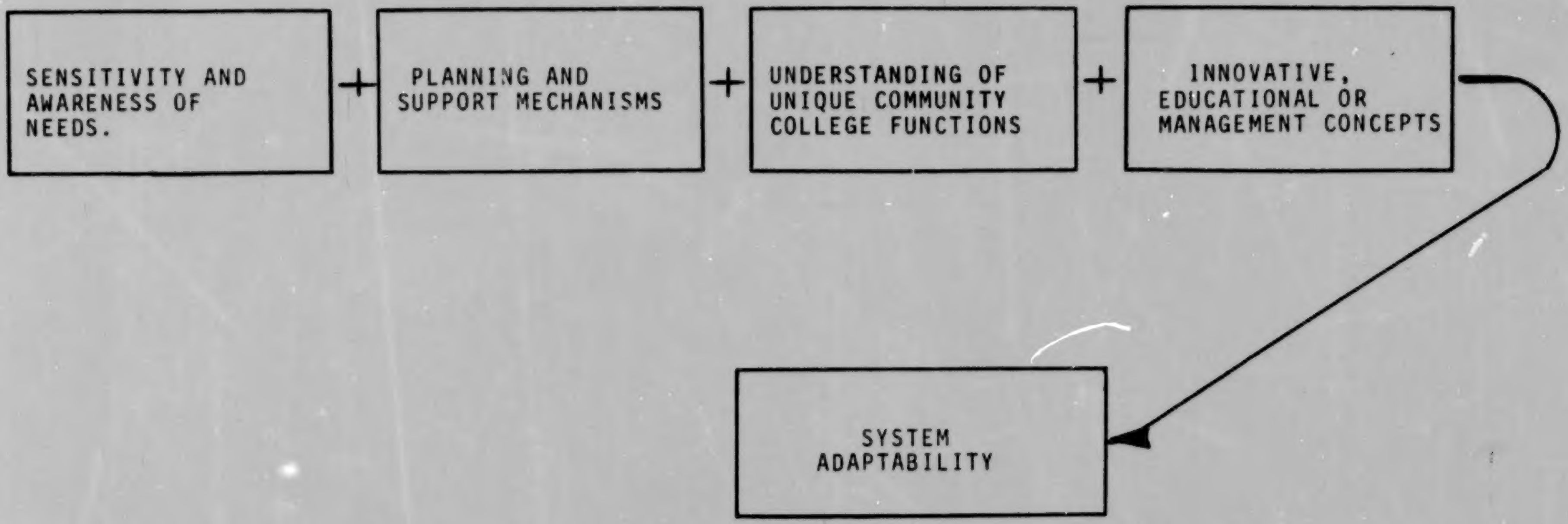

SENSITIVITY AND AWARENESS OF NEEDS.
+
PLANNING AND SUPPORT MECHANISMS
+
UNDERSTANDING OF UNIQUE COMMUNITY COLLEGE FUNCTIONS
+
INNOVATIVE, EDUCATIONAL OR MANAGEMENT CONCEPTS
SYSTEM ADAPTABILITY

PLATE II

THE RELATIONSHIP OF GOAL AREAS TO SYSTEM ADAPTABILITY

In the same way, Tier III goals and hypotheses are generated.

The advantage of formulating goals and hypotheses by tiers is that their interrelationship thereby becomes clear. Likewise, any specific goal activity can be connected back through tiers toward the overall project thrust: institutional adaptability. At no time do we lose track of where we are in terms of our goals, where we are headed and why.

PROJECT GOALS

CONCEPTS

Utilization of information on innovative program concepts for minority and disadvantaged students.

I. Develop and implement flexible programs of study in Vocational/ Career Education designed to achieve each student's educational needs.

   A. Create a lifetime system of continuing education to enhance career mobility.

   B. Establish ladders and lattices in Career Education to meet the flexibility and mobility needs of students.

   C. Provide equal representation to minorities and women in Career Education.

   D. Utilize Career Education concepts in ABE.

II. Develop and implement flexible academic programs designed to achieve each student's educational needs.

   A. Provide suitable emphasis upon communication skills.

   B. Establish system-wide accreditation for "developmental" courses.

   C. Provide bilingual approaches to teaching academic courses.

III. Develop and implement flexible counseling programs designed to help each student achieve his educational needs.

   A. Establish a regionalized prescriptive referral system incorporating student follow-up, financial aid packages, etc.

      1. Regionalize peer counseling programs as part of a prescriptive referral system.

      2. Integrate financial aid needs with a prescriptive referral system.

B. Establish community counseling outreach programs utilizing community college system's counseling resources.

C. Integrate peer tutoring/counseling programs.

D. Establish direct financial aid grants.

SENSITIVITY

Increase sensitivity of community college students, faculty, and staff to the needs of minority and disadvantaged students and the unique functions of the community college.

I. Increase sensitivity of students, faculty, and staff to the advantages of a student-directed educational process.

A. Promote understanding of education as an on-going, developmental process rather than a terminal activity.

B. Promote understanding of individualized, continuous progress learning.

C. Promote understanding of student support service programs.

II. Increase sensitivity of the role of the community college in meeting community needs.

A. Promote the need for tailoring the college to serve local ethnic groups.

1. Promote the need for recruitment of minority and disadvantaged students and faculty.

2. Promote the inclusion of ethnic group information into academic offerings.

3. Increase the sensitivity of community college counselors to the needs of minority and disadvantaged students.

B. Promote the need for involvement by the community college in working with community social, economic, and political problems.

1. Hold workshops and establish in-service training programs for faculty, counselors, and administrators dealing with minority and disadvantaged student needs.

III. Increase sensitivity of community college staff to establishing mechanisms for change.

  A. Promote the inclusion of student, faculty, and community people in program planning and decision making.

  B. Promote the need for formal mechanisms to plan for, monitor, and evaluate programs for minority and disadvantaged students.

FUNCTIONS

Gain acceptance of unique community college functions and goals.

I. Gain acceptance of the community college as a student-oriented institution.

  A. Provide students with continuous progress-learning experiences.

    1. Plan open entry-open exit academic and Career/Vocational Education programs coordinated with counseling services.

    2. Plan individualized instruction tailored to each student's needs.

  B. Provide easy access to the college.

    1. Provide geographical accessibility.

    2. Provide "open-door" academic accessibility.

    3. Provide economic accessibility.

  C. Provide a positive educational environment, geared to helping each student succeed by providing support services.

    1. Increase funding for support services to bring it in line with needs.

      a. Develop additional resources for matching state funds.

II. Gain acceptance of the community college as a community-oriented institution.

- A. Tailor program content to community needs.
    - 1. Formulate academic programs relevant to public policy areas/local needs.
    - 2. Provide Career/Vocational education programs based on employment needs and job skills.
- B. Provide for involvement of the community in defining policy and prioritizing educational needs.
- C. Provide external, community-based degree programs.
    - 1. Provide for utilization of community college resources for penal educational programs.
        - a. Increase on-campus experiences for residents in penal programs.
        - b. Utilize penal facilities (recreational, vocational education, etc.) for community programs.

MECHANISMS

Establish mechanisms to facilitate full development of minority and disadvantaged student programs and services.

I. Establish general planning and monitoring mechanisms at relevant levels.

- A. Establish information-sharing, planning, and program development consortia at relevant levels.
- B. Establish tactical planning units to provide institutional planning support.
- C. Establish state and institutional offices relating to minority and disadvantaged student academic and support service programs.
    - 1. Establish long and short-range goals, policies, and procedures relating to minority and disadvantaged student needs.

1. a. Establish a monitoring system for individuals participating in peer counseling programs as peer counselors.

   b. Establish a clearinghouse for para-professional counselors.

   c. Integrate peer counseling and special support service programs into the institutional structure.

   d. Develop a formula for increased support of non-course (support service) generating programs.

   e. Establish a monitoring evaluation system for students receiving financial aid.

   f. Establish system-wide goals for educational reform in the penal system utilizing community college resources.

   g. Establish a prioritization matrix for support service programs based on limited funding.

2. Establish creative staff development programs (pre-service and in-service) to improve teaching for minority and disadvantaged students.

3. Establish forecasting mechanisms for planning to meet student needs.

   a. Establishing enrollment forecasting mechanisms for Vocational/Career Education programs based on manpower needs.

   b. Establish state-wide projected recruiting efforts and subsequent financial aid applications.

4. Provide facilitating support to faculty in research.

   a. Establish a clearinghouse for all research in community college education.

   b. Establish system-wide research regarding different counseling methods for minority/disadvantaged students.

   c. Establish contacts with four-year institutions regarding research in learning concepts/techniques.

        d. Increase basic research regarding student support services.

        e. Establish monitoring systems to determine the impact of research in the community college system.

    5. Establish system-wide priorities for professional/peer/para-professional counseling.

II. Facilitate development of new learning environments.

A. Establish program development, implementation, monitoring and evaluation mechanisms.

1. Facilitate flexibility in course offerings.

    a. Establish personalized study plans in Career Education and Academic Programs leading toward job placement or transfer.

    b. Establish continuous progress learning situations.

2. Establish competency-based student assessment procedures.

    a. Apply innovative approaches in evaluative techniques for student and program development.

3. Provide support services to faculty in program development.

    a. Provide technological support in improving academic programs.

    b. Provide support in applying research regarding tutoring, counseling, financial aid delivery systems.

B. Establish new structures for the learning experience.

1. Establish ethnic colleges with full transfer of credits to other institutions.

2. Establish satellite learning centers to improve accessibility.

3. Establish external degree programs.

III. Facilitate involvement of diverse groups in program development and decision making.

- A. Increase student participation in program development.
    - 1. Establish minority and disadvantaged student groups on campus involved in program development.
    - 2. Involve students in establishing instructional and evaluative objectives.
- B. Increase community participation in program and policy development.
    - 1. Provide assistance to community groups by helping them identify needs, collect information, analyze it, and utilize it.
- C. Increase faculty involvement in program development.
    - 1. Hire more minority staff and faculty.
- D. Increase ethnic group involvement in counseling.
    - 1. Establish a clearinghouse of counselors from different ethnic groups.

CAREER EDUCATION

At this point, not too many individuals within the educational system know exactly what Career Education is. Even more aggravating, no one seems to be doing anything to find out what Career Education is all about.

The question to which Career Education addresses itself is: "How does one optimize his performance in the occupational structure and thereby maximize his access to society's resources?"

By combining quotations from Dr. Marland and the Farwest Laboratory and adding my own philosophical ideas, the concept of Career Education may be established as follows:

Career Education is a comprehensive education program focusing on the "gap" between the world of work and the educational system. The emphasis is on the development of meaningful vocational and avocational skills. The program is designed in a pyramid approach moving from the general to the more specific orientation to the world of work in elementary grades, on to exploratory experience and knowledge to assist decision making regarding area of study and preparation in secondary grades.

Career Education at the post-secondary level will continue to be provided. Occupational cluster experience combining work experience and the academic education subjects will directly relate to the professional area for which the student is preparing. Students planning specialized job preparation will receive basic academic and general skills essential for further education.

Placement into any entry-level job or further education is guaranteed for every student.

CAREER EDUCATION PREMISES

1. Unique Community College Role

   Community colleges are in a unique position to contribute to the realization of Career Education since they perform a range of educational tasks more closely related to the community needs than the four-year institutions.

2. Career Goal Identification

   Community colleges inadequately provide assistance to individuals in identifying career goals and employment.

3. Career Goal Motivation

   Adult Basic Education programs lack needed goal motivation associated with career opportunities.

4. Transferability

   There is a need for community colleges to ensure acceptance of Career Education programs transferability to four-year institutions.

5. Equal Representation

   Minority groups and women are not granted equal representation in Career Education programs.

6. Manpower Needs Indicators

   Community colleges lack relevant and updated manpower needs indicators resulting in poor quality of Vocational/Career Education programs.

7. Flexibility and Mobility

   Individual student goal and ability differences require flexibility and mobility in Career Education programs.

CAREER EDUCATION GOALS AND CRITERIA

SENSITIVITY

S-1 Promote understanding of education as an on-going developmental process rather than a terminal activity.

- a. Student participation in curriculum planning.
- b. Student Advisory committees.
- c. Traditional academic courses incorporated in Vocational/ Career Education courses.
- d. No-fail courses.
- e. Credits transferable to four-year institutions.
- f. Go-stop-go approach.

S-2 Promote understanding of individualized continuous progress learning.

- a. Open-entry/open exit.
- b. Flexibility of scheduling students within and outside of the institution.
- c. Relationship with other institutions.
- d. Individualized learning activity packages.
- e. Individualized behavioral objectives.

S-3 Hold workshops and establish in-service training programs for faculty and administrators dealing with minority and disadvantaged student needs.

- a. Student/faculty planning committee.
- b. Students' involvement in workshops.
- c. Proposals or new programs for minority and disadvantaged students.
- d. Minority and disadvantaged individuals involved in the writing of proposals.
- e. Minority Affairs coordinators accountable to the presidents.
- f. Grievance committees available to students.

CAREER EDUCATION GOALS AND CRITERIA

FUNCTIONS

F-1 Plan open entry/open exit Career/Vocational Education programs and coordinate with counseling.

a. Students allowed to start and leave when ready any time during school year.
b. Individualized and own-paced instruction reinforced.
c. Individualized behavioral objectives used.

F-2 Provide geographical accessibility.

a. Situated in a central area facilitating access.
b. Situated where there is a demand for training needs.
c. Situated in an urban area.
d. Situated on off-campus sites.
e. Sub-contracted with other institutions.

F-3 Provide ABE courses based on community needs.

a. Develop Consumer Awareness skills.
b. Curriculum materials geared to adults.
c. Develop materials related to community activities.
d. Develop Jobology skills.

F-4 Provide Career/Vocational Education programs based on employment needs and job skills.

a. Advisory committees.
b. Relevant data regarding employment-projection needs.
c. Contacts with business and industry.
d. Up-to-date materials/curriculum needed in the job market.
e. Develop competencies at all levels in all skills.
f. Assist individuals for employment.
g. Job profiles matching students' profiles.

CAREER EDUCATION GOALS AND CRITERIA

MECHANISMS

M-1 Establish system-wide goals for educational reform in the penal system.

- a. Develop Career Education program in penal institutions.
- b. Study release for special courses.
- c. Special financial aid grants.
- d. Career Education credits transferable to Higher Education institutions.
- e. Career Education guidance.

M-2 Establish creative staff development programs (pre-service and in-service)

- a. Develop Career Education orientation programs for staff.
- b. Involve students in orientation programs through committees.

M-3 Establish enrollment forecasting mechanisms for Career/Vocational Education programs based on manpower needs.

- a. Systematic institutional process for assessing local manpower needs.
- b. Discontinue courses with no manpower needs.
- c. Plan new training programs for upgrading skills within vocation and creating new skills.

M-4 Establish a clearinghouse for all research in community college education.

- a. Exchange of institutional packages.
- b. Store Vocational/Career Education curricula.
- c. Exchange audio-visual materials.
- d. Exchange individualized behavioral objectives.
- e. Form an Advisory/Screening committee.

M-5 Establish contact with four-year institutions regarding research in learning concepts (techniques with disadvantaged students)

- a. Involved in workshops.
- b. Sharing of facilities.
- c. In-service training for faculty.

CAREER EDUCATION GOALS AND CRITERIA

M-6 Establish personalized study plans in Career Education leading towards a job.

a. Assess the students' weaknesses and strengths.
b. Develop an individualized educational path.
c. Develop student schedules.
d. Go-stop-go approach.
e. Students' committees.
f. Career guidance.
g. Job placement.
h. Follow-up.

M-7 Establish continuous progress-learning situations.

a. Go-stop-go approach.
b. Work-study experience.
c. Individualized instruction.
d. Career ladder/lattices.
e. Credits transferable to four-year institutions.

M-8 Apply pre and post training behavioral objectives.

a. Provide curriculum planners with adequate and relevant job descriptions.
b. Provide counselors/job placement officers with job requirements/descriptions.
c. Apply "performance objectives" curriculum.
d. Follow-up.
e. Disposition conferences between counselor/instructor/job placement officer.

CAREER EDUCATION GOALS AND CRITERIA

CONCEPTS

Develop and arrange flexible programs of study in Vocational/Career Education designed to achieve the student's educational needs.

C-1 Create a lifetime system of continuing education to enhance career mobility.

a. Open-entry/open-exit programs.
b. Go-stop-go approach.
c. Career guidance.
d. Combine work-study with comprehensive education.
e. Credits transferable to four-year institutions.
f. Change "non-glamorous" status of Vocational Education.
g. Assess work experience for educational credits.
h. Follow-up.

C-2 Establish ladders and lattices in Career Education to meet flexibility and mobility needs of students.

a. Go-stop-go approach.
b. Develop Career Education models.
c. Advisory committees.
d. Curriculum planning to incorporate Vocational Education into Career Education.
e. Flexibility of students' scheduling within or outside institutions.
f. Internal and external transfers within Career Education clusters.

C-3 Provide equal representation to minorities and women in Career Education.

a. Development of non-screening process in testing.
b. Use Advisory committees and contacts with business and industry to brake discriminatory hiring.
c. Allow women in any Career Education clusters.
d. Hire minorities and women faculty in Career Education courses.

C-4 Utilize Career Education concepts in ABE.

a. Develop curriculum materials geared to adults.
b. Develop curriculum materials using K through 12 approach.
c. Develop Jobology skills.

CAREER EDUCATION GOALS AND CRITERIA

C-5 Provide suitable emphasis upon communication skills.

a. Initiate developmental programs.
b. More courses involving communication skills.
c. Reading labs.
d. Individualized tutorial services in communication skills.
e. Data ratio of students involved in communication skills courses.
f. Behavioral objectives in communication skills.

C-6 Establish direct financial aid grants.

a. Develop financial aid grants from local and state monies for students in Vocational/Career Education.

	Unique Communit College Role	Career Goal Identification	Career Goal Motivation	Transferability	Equal Representation	Manpower Needs	Flexibility and Mobility	
S-1	7	7	0	9	1	6	6	36
S-2	6	4	1	6	2	6	5	30
S-3	9	4	5	2	1	6	3	30
F-1	9	6	3	4	2	7	5	36
F-2	7	5	4	3	1	5	6	31
F-3	6	6	9	3	4	5	3	36
F-4	6	5	3	4	2	9	7	36
M-1	8	6	5	4	3	6	5	37
M-2	7	6	5	4	2	3	3	30
M-3	8	6	5	3	6	9	4	41
M-4	7	6	5	1	2	5	3	29
M-5	7	6	4	3	2	1	4	27
M-6	7	7	3	5	4	6	6	38
M-7	7	4	1	5	2	5	6	30
M-8	7	6	3	2	1	9	6	34
C-1	7	5	4	6	3	4	8	37
C-2	6	5	3	6	2	3	9	33
C-3	6	5	1	2	8	4	3	29
C-4	6	5	8	1	3	4	2	29
C-5	6	3	6	1	2	5	0	23
C-6	7	4	3	1	2	6	3	26
	146	111	81	74	55	114	97	

Relevance Matrix: Career Goals/Career Premises
Based on a 0-9 weight scale

	Sensitivity	Functions	Mechanisms	Concepts	
S-1	7	5	5	3	21
S-2	6	4	5	2	17
S-3	6	5	3	2	16
F-1	5	8	7	4	24
F-2	5	8	7	1	21
F-3	4	7	5	0	16
F-4	5	8	4	3	20
M-1	6	4	8	3	21
M-2	4	3	7	1	15
M-3	8	6	9	4	27
M-4	4	5	6	2	17
M-5	3	5	7	6	21
M-6	4	3	7	6	20
M-7	5	4	7	3	19
M-8	5	5	8	2	20
C-1	5	6	5	8	24
C-2	2	4	5	7	19
C-3	3	1	2	4	10
C-4	3	2	4	5	14
C-5	2	4	3	4	13
C-6	3	1	3	5	12
	96	98	114	75	

Relevance Matrix: Career Goals/Project Premises Based on a 0-9 weight scale

CAREER EDUCATION MATRICES ANALYSIS

I. The Relevance Matrix of the goals versus Career Education premises establishes the following goals as the most important.

- a. M-3 Establish enrollment forecasting mechanisms for Career/Vocational Education programs based on manpower needs.
- b. M-6 Establish personalized study plans in Career Education leading towards a job.
- c. M-1 Establish system-wide goals for education reform in the penal system.
- d. C-1 Create a lifetime system of continuing education to enhance career mobility.

II. The most important goals in terms of the project premises are the following.

- a. M-3 Establish enrollment forecasting mechanisms for Career/Vocational Education programs based on manpower needs.
- b. F-1 Plan open-entry/open-exit Career/Vocational Education programs and coordinate with counseling.
- c. C-1 Create a lifetime system of continuing education to enhance career mobility.

III. The Career Education premises are directed into four hierarchical groups.

- a. Unique community college role.
- b. Manpower needs. Career goal identification.
- c. Flexibility and mobility. Career goal motivation. Transferability.
- d. Equal representation.

The project premises include three hierarchical groupings.

- a. Mechanisms.
- b. Sensitivity and Functions.
- c. Concepts.

IV. The correlation between career goals and career premises revealed a close relationship between manpower needs. Career goal identification is also related to the role of community college. Flexibility and mobility tie in with transferability or career goal motivation. Equal representation is "floating", unrelated in a significant way to other premises.

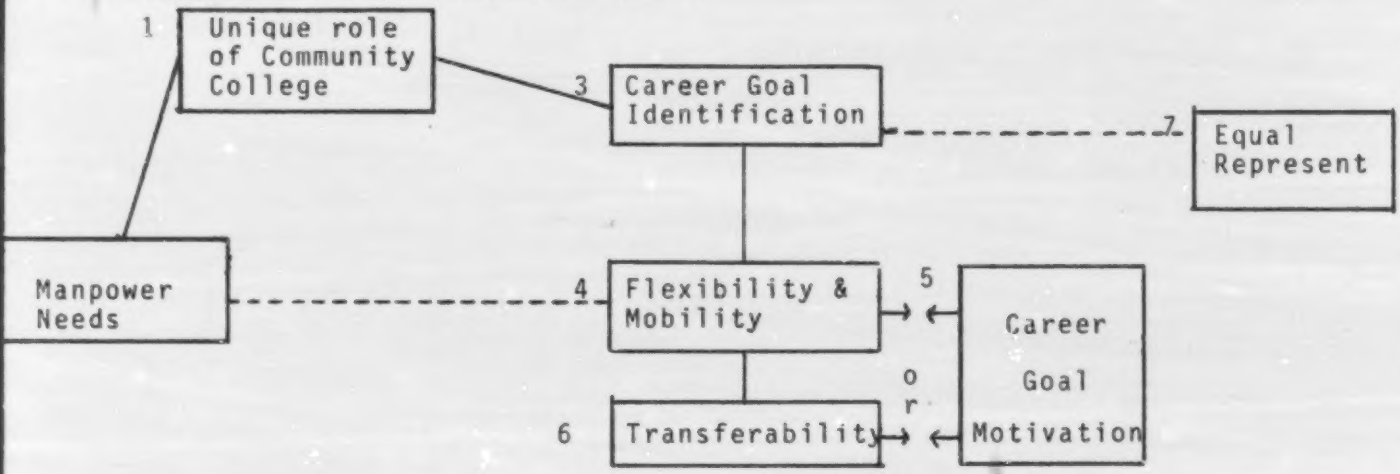
CAREER EDUCATION

Graphic Analysis

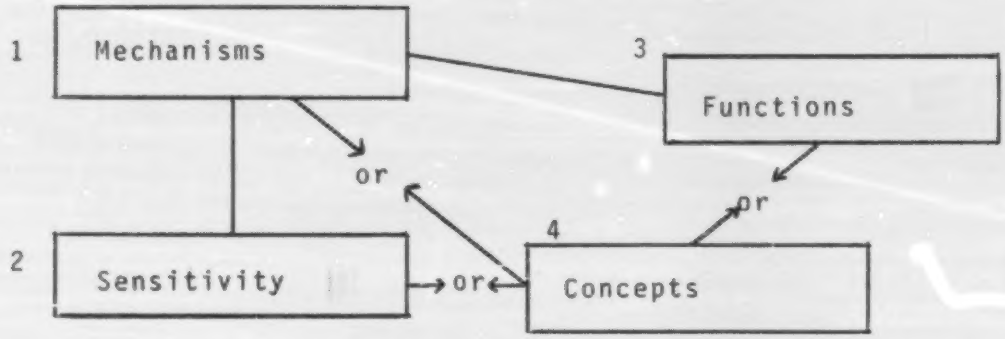
Correlation coefficient findings are illustrated below by a chart. The number next to the premise boxes correspond to the hierarchical ranking of the premises.

-- dotted line = low positive correlation
— solid line = significant positive correlation
→ or ← = negative correlation

This chart shows a relationship between Career Education premises in terms of Career Education goals.


1
Unique role of Community College
3
Career Goal Identification
7
Equal Represent
Manpower Needs
4
Flexibility & Mobility
5
Career Goal Motivation
or
6
Transferability

The chart below shows the relationship between project premises in terms of career goals.


1
Mechanisms
3
Functions
or
or
2
Sensitivity
or
4
Concepts

ACADEMIC PLANNING

The notion of "community" cannot be divorced from academic programs in community colleges. Community colleges need to be community colleges, not universities, not transfer schools, not vocational-technical institutes, nor elitist colleges in community clothing.

In the broadest sense of the term, democratic education prepares people to make decisions in the conduct of their social life. Therefore, the alternative to curriculum as now offered in community colleges academic programs must be one which is completely community based instead of simply replicating that of universities. The academic preparation of minority/disadvantaged students should provide an educational experience whereby students can participate in and make effective decisions with regard to their communities and their life situations.

In acquiring technical skills, minority students should learn about the economy in which they participate. This might include labor economics where minority/low income students learn the history and structure of the unions to which they will belong as working men and women. All minority/disadvantaged students require knowledge in consumer economics: how not to be taken for a ride by the car dealer, the discount store, the insurance man, the finance company, the department store, the mortgage company, etc. And most importantly, instruction should demonstrate how a particular work skill can contribute toward the economic development of their communities.

As presently construed, there is nothing very liberal about the liberal arts. Here again, if they are to have a lasting meaning, the liberal arts should be designed with special regard for the community history, political science, sociology, anthropology, social psychology, and the plastic and performing arts of the minority/disadvantaged communities.

It is obvious that the academic curriculum should take cognizance that students live in communities and their learning takes place within the context of their surroundings. Nothing in the rule book of learning says that a person must wait until he is in graduate school to learn localized history, the history that most directly affects him. Nor should a person have to wait until his Ph.D. dissertation to study the federalism of OEO, Model Cities, manpower programs, and the structure of community power relationships, the social structure, social organization, cultural adaptation and culture change. A minority/disadvantaged student need not have to wait for this knowledge because what is regarded as advanced knowledge is really the most needed and the most rudimentary knowledge.

The community college curriculum for academic programs needs to be turned on its head. Academic programs should not follow traditional disciplinary lines. Restructuring of departments along interdisciplinary lines particularly in the academic area is imperative. Most institutional procedures and curriculum content are directed to and geared to the above average student. Provision must be made for differences between verbal and non verbal abilities, between other and inner or self-directed students, between over and under-achievers. High attrition rates must be lowered. There is a concern with providing for curricular and instructional evaluation in community colleges. Academic programs must complement vocational programs. Little effort has been made to develop a set of problem solving skills for students through integration of disciplines for the purpose of solving emergent social problems. A restructuring of departmental lines is necessary along interdisciplinary lines particularly in the academic area.

ACADEMIC PREMISES

1. Academic/Employment:

   Community colleges are in a unique position to train minority students in academic work while at the same time providing career and employment opportunities for them.

2. Individualized Instruction:

   Individualized instruction is potentially highly adaptable and functional for use in serving the special academic needs of minority/disadvantaged students in the community college setting.

3. Academic Planning:

   Community colleges can forecast plans for appropriate academic programs based on the fact that student enrollment needs in traditional higher education institutions have reached crisis proportions, which will not be met by those institutions.

4. Transfer:

   Community colleges can best prepare minority/disadvantaged students for transfer to academic programs in the multiuniversity setting.

5. Experiential/Credit:

   Academic training is often directly related to an individual's career or vocational experience, and community colleges are capable of assessing and giving academic credit to students for such experience and utilizing these students as resource personnel while at the same time granting them educational advancement.

6. DropOut:

   There is a high dropout rate for minority/disadvantaged students in academic programs in community colleges (as well as in other institutions of higher learning) which demonstrates that the academic needs of these students are not being met by traditional academic programs in the community colleges.

7. Academic/Supportive Services:

   The amount of supportive services given minority/disadvantaged students is directly related to academic achievement.

8. Faculty/Training:

   There is a need for training and recruiting teachers who are capable of meeting the academic needs of minority/disadvantaged students, since special training is required to teach such students.

ACADEMIC PREMISES

9. Cultural Component:

Community colleges, because of community accessibility, are in a unique position to provide the culturally supportive environments required by the minority/disadvantaged students to survive in an academic program.

10. Teacher Evaluation:

Because the teaching function and not the research function is emphasized in community college education, the evaluation of teaching is a critical area of concern.

11. Curriculum Development and Planning:

Rational curriculum development and planning has not been achieved on a national basis for minority/disadvantaged students in the community college system.

12, Student Evaluation:

Assessment procedures for academic potential and success of minority/disadvantaged students, based on the learner's capacity for assimilating material taught, have not been developed.

ACADEMIC PLANNING GOALS AND CRITERIA

MECHANISMS

M-1 Establish system-wide programs to provide for educational reform in the penal system.

a. Coordinate federal and state monies through the community college administrative structure for developing and implementing improved educational practices in penal institutions.
b. Coordinate higher education and penal educational systems for improvement of education in penal institutions.

M-2 Establish creative staff development programs (pre-service, in service).

a. Incentives for staff to participate in staff development programs.
b. Coordinate with agencies involved in educational staff development programs for community college personnell.
c. Evaluative mechanisms provided by community college to assess staff development needs.

M-3 Establish contacts with four year and educational institutions regarding research and innovation in learning concepts/techniques with minority/disadvantaged students.

a. Existence of clearinghouse and active involvement of community college in educational development programs. statewide basis.

M-4 Establish individualized study plans in career education and academic programs leading toward job placement or transfer.

a. Incentives provided for faculty to learn about educational effectiveness of individualized study plans.
b. Learning resources available to faculty and students through institutional departmental and community coordination for planning individualized programs.
c. Follow-up on job satisfaction and placement of students.

M-5 Establish continuous progress learning situations.

a. Inreach and outreach programs disseminating information to prospective and current students in academic programs.
b. Established credit for continuous progress learning.
c. Faculty and student evaluation procedures for continuous progress learning.

M-6 Apply innovative approaches in evaluative techniques for student and program development.

a. Institutional acceptance of alternative evaluative procedures for student and program development as illustrated by stated institutional policy.

ACADEMIC PLANNING GOALS AND CRITERIA

M-7 Provide technological support for improving academic programs.

a. Active administrative policy of assessing academic needs and technological such as media, computer assisted instruction, resources, as well as provision of evaluative mechanisms for improvement of academic programs.

M-8 Establish ethnic community colleges with full transfer of credits to other institutions.

a. Community college policy statement that credits are accepted for transfer from ethnic community colleges.

M-9 Establish satellite learning centers to improve accessibility.

a. Assessment procedures for measuring effectiveness of satellite learning centers regarding problems of accessibility.

M-10 Establish external degree programs.

a. Credited degree programs for external degrees and administrative and faculty implementation of an external degree program.

M-11 Involve students in establishing instructional and behavioral and evaluative objectives.

a. Formal organizational provision for inclusion of students in determining instructional, behavioral and evaluative objectives.

M-12 Hire more minority staff and faculty.

a. Coordination of community college institutions with minority group organizations to facilitate minority staff and faculty hiring.

ACADEMIC PLANNING GOALS AND CRITERIA

CONCEPTS

C-1 Provide bilingual approaches to teaching academic courses.

a. Pre-service and in-service training available for faculty to provide bilingual learning experiences.

C-2 Provide suitable emphasis upon innovative approaches to teaching communication skills.

a. Availability of diverse approaches to teaching communication skills for social and educational purposes.

ACADEMIC PLANNING GOALS AND CRITERIA

FUNCTIONS

F-1 Plan open entry - open exit academic programs to coordinate with supportive services.

a. Committees with student, faculty and administrative representative from academic, career education and supportive services with responsibility for studying planning and implementing open-entry open-exit academic programs.

F-2 Provide geographical accessibility.

a. Systematic institutional policy of assessing accessibility in terms of actual student enrollment.

F-3 Formulate academic programs relevant to public policy areas.

a. Courses in academic, adult and ethnic studies based on local and community needs.

	Sensitivity	Mechanisms	Functions	Concepts	
M-1	6	8	7	5	26
M-2	8	9	8	8	33
M-3	7	8	9	8	32
M-4	0	7	5	1	13
M-5	0	7	5	0	12
M-6	0	7	6	1	14
M-7	1	3	2	5	11
M-8	6	5	6	7	24
M-9	0	5	6	4	15
M-10	0	6	7	6	19
M-11	3	7	7	7	24
M-12	7	8	8	0	23
C-1	7	8	8	8	31
C-2	3	6	4	7	20
F-1	0	8	8	8	24
F-2	1	2	2	0	5
F-3	5	7	9	8	29
	54	111	107	82	

Relevance Matrix: Academic Goal/ Project Premises on a 0-9 weight scale

	Academic Employment	Individual Institution	Academic Planning	Transfer	Experiential	Dropout	Academic/ Support	Faculty Training	Cultural	Teacher Evaluation	Curriculum Development	Student Evaluation	
M-1	0	3	0	3	5	3	4	7	0	3	4	7	78
M-2	6	7	0	5	7	6	5	9	6	9	9	9	156
M-3	0	3	4	3	2	6	3	7	3	7	9	5	104
M-4	9	9	0	9	5	3	6	7	4	9	9	7	154
M-5	5	9	4	3	6	4	6	9	1	8	9	9	146
M-6	0	6	7	3	1	7	4	9	4	9	5	9	128
M-7	0	8	0	0	2	2	4	5	7	6	8	3	90
M-8	9	3	4	7	9	8	7	9	9	9	9	6	178
M-9	7	3	4	8	2	2	7	6	6	9	9	7	140
M-10	8	3	3	2	9	2	0	9	8	9	9	7	154
M-11	2	9	0	2	7	2	2	7	3	9	9	9	122
M-12	3	2	6	2	2	5	6	8	9	5	7	4	118
C-1	3	3	0	5	3	3	7	8	9	6	9	9	130
C-2	0	1	0	0	2	2	3	6	6	6	9	6	82
F-1	0	2	4	4	0	3	9	5	3	0	9	7	92
F-2	2	0	4	2	6	2	7	2	0	0	6	0	62
F-3	7	2	5	3	7	2	2	6	6	6	9	0	110
	122	73	90	122	150	124	164	238	220	220	276	222	

Relevance Matrix: Academic Goals/Academic Premises based on a 0-9 weight scale

ACADEMIC PLANNING MATRICES ANALYSIS

I. Goals most important according to project premises:

Much time has been spent identifying key programs which work in various community colleges systems in the country. It is assumed that there is not enough information regarding such programs available to educators. Given this assumption I have found that the most important goals in the academic area which relate to project premises are the following:

a. M-2 Establish creative staff development programs pre-service and in-service.
b. M-3 Establish contacts with four year and educational institutions regarding research and innovation in learning concepts/techniques with minority/disadvantaged students for the purpose of implementing new programs.
c. C-1 Provide bilingual approaches to teaching academic courses.
d. F-3 Formulate academic programs relevant to public policy areas.

II. Goals most important according to academic premises:

It is well known in academia that mechanisms have not worked for providing minority/disadvantaged students with the means for educational mobility. In addition, community needs for the dominant society are often met before the needs of the minority community. The main reason for such academic disregard with respect to the minority community is the lack of ability to function, relate to and provide for educational needs in ethnic communities. For these reasons I have chosen the following four goals as most important according to my own premises in the academic area:

a. M-8 Establish ethnic community colleges with full transfer of credits to other institutions.
b. M-2 Establish creative staff development programs pre-service, in-service.
c. M-4 Establish individualized study plans in career education and academic programs leading toward job placement or transfer.
d. M-10 Establish external degree programs.

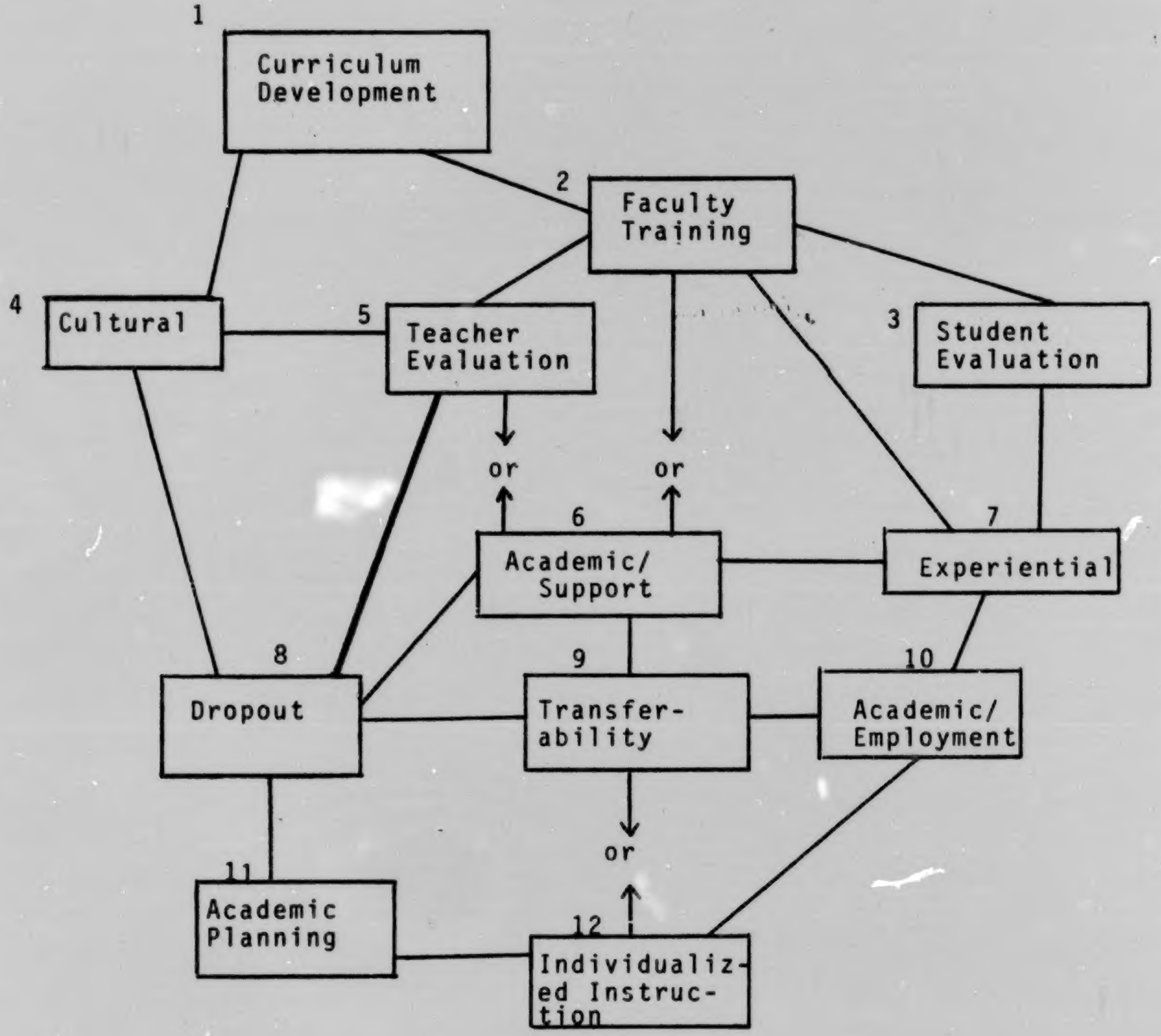
ACADEMIC PROGRAMS

Graphic Analysis

Correlation coefficient findings are illustrated below by a chart. The numbers next to the premise boxes correspond to the hierarchical ranking of the premises.

— solid line = significant positive correlation
⟶ or ⟵ = negative correlation

This chart shows the relationship between Academic premises in terms of Academic goals.

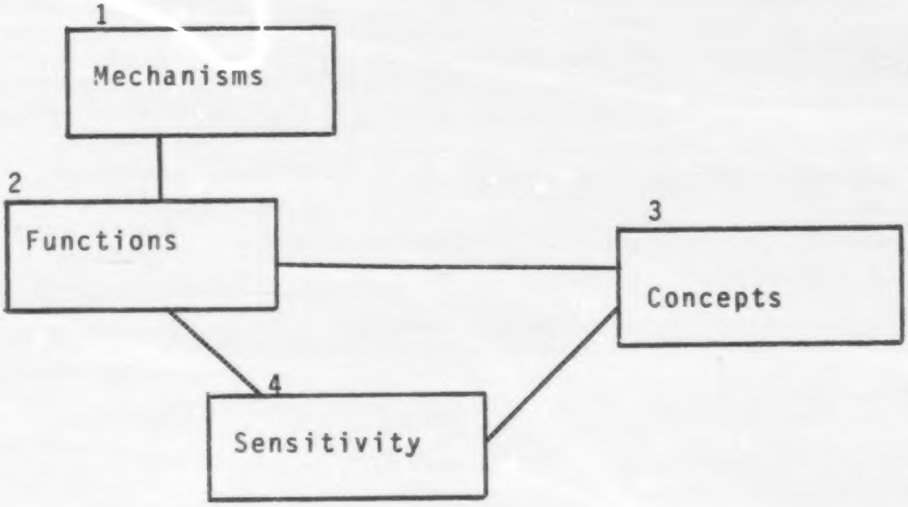

1
Curriculum Development
2
Faculty Training
3
Student Evaluation
4
Cultural
5
Teacher Evaluation
or
or
6
Academic/ Support
7
Experiential
8
Dropout
9
Transfer-ability
10
Academic/ Employment
or
11
Academic Planning
12
Individualized Instruction

ACADEMIC PROGRAMS

Graphic Analysis

The chart below shows the relationship between project premises in term of academic goals.

— solid line = significant positive correlation


1
Mechanisms
2
Functions
3
Concepts
4
Sensitivity

EDUCATIONAL SERVICES

Of major importance in any educational endeavor is facilitating the personal growth of individuals. Growth defined here as an individual's efforts to achieve life goals through education, behavioral changes consistent with his perception of events and processes, reconciliation of his real feelings and other's expectations and, perhaps most important in the growth process, recognition of self-worth and self-potential.

This process comes at no small price to students who come from disadvantaged backgrounds. Overcoming low self-images, low expectations, inadequate educational experiences, and cultural differences is significant. However, matters of getting enough to eat, of clothing, or simply stated, survival, take precedence over other concerns in the growth process.

In this context, Educational Services can be conceived of as facilitating in meeting these needs at the physical level and carrying through to the growth level. Specifically, this facilitation can be viewed as a process with the following components, not necessarily in order of importance: (1) Financial Aid, (2) Tutoring, (3) Counseling, (4) Housing, (5) Transportation, and (6) any other non-academic services designed to maximize the growth potential of students.

As these relate to the growth of students, two important considerations must be kept in mind: (1) Each of the components must be conceived of as units within a total delivery system, and (2) innovative approaches utilizing these components must be developed in response to the needs of disadvantaged students.

EDUCATIONAL SERVICES PREMISES

1. Special Programs

   How a community college is funded generally affects the size, scope, and thrust of a special/support service program.

2. Counseling

   A. Utilization of the para-professional/peer counselor concept will grow as a result of the flexibility within an institution and the heterogenous composition of the student population.
   B. Because of the community orientation of community colleges, counseling outreach function can be provided by the institutions.

3. Penal Reform

   Community colleges by programmatic diversity can provide the primary vehicle for changing educational systems within penal systems.

4. Financial Aid

   As the delivery system for financial aid shifts from institution to individual, community colleges will ultimately bear the brunt of meeting most of the nation's post-secondary education needs.

5. Research

   Community colleges can provide major resources in the area of research regarding tutoring, learning, delivery systems, financial aid, and counseling as related to minority/disadvantaged needs.

EDUCATIONAL SERVICES GOALS AND CRITERIA

SENSITIVITY

S-1 Promote understanding of individualized continuous progress learning.

a. Counselor training involving the concept of continuous progress learning.
b. Specific programmatic information availability.
c. Individualized continuous progress learning coordination with peer tutoring and counseling training.

S-2 Promote need for recruiting of minority/disadvantaged students and faculty.

a. Data on number of minority faculty at local and state level.
b. Data on number of minority and disadvantaged students at local and state level.
c. Active recruiting program.
d. Coordination with community organizations.
e. Application of affirmative action programs.

S-3 Increase awareness/sensitivity of white community college counselor to needs of minority/disadvantaged students.

a. Development of workshops at state, local, and regional levels.
b. Counselor contact with non-white campus organizations.
c. Coordination of counseling functions with minority affairs.

S-4 Hold workshops and establish in-service training programs for faculty, counselors and administrators.

a. Number and kinds of workshops at different levels.
b. Student participation on workshops or planning committees.
c. Funding (institutional - outside)
d. Evaluation of workshop effectiveness.

EDUCATIONAL SERVICES GOALS AND CRITERIA

FUNCTIONS

F-1 Plan open entry/open exit academic and career/vocational education programs and coordinate with counseling services.

- a. Counselor training programs using open entry - open exit concept.
- b. Counselor training programs using information in this area.

F-2 Provide geographical accessibility.

- a. Establish transportation program.
- b. Establish outreach programs.
- c. Mobile units.
- d. Community resources in terms of transportation.

F-3 Provide economic accessibility.

- a. State financial aid program and percentage of minorities utilizing it.
- b. Federal financial aid program and percentage of minorities utilizing it.
- c. Local scholarship program.
- d. Dollar amounts to each program.

F-4 Increase funding for support service programs to bring them in line with needs.

- a. Established formulas.
- b. Pattern of funding from state and federal sources.
- c. Significant percentage of disadvantaged students being served.
- d. Minority/disadvantaged input on budget priorities.

F-5 Develop additional resources for matching state funds.

- a. Established committees at state, local or regional level.
- b. Contacts with state agencies funding special/support service programs.

F-6 Provide for utilization of community colleges resources for penal education programs.

- a. Present programs administered by community colleges.
- b. Funding sources of penal educational programs
- c. System-wide coordination between penal and community college personnel.
- d. Community awareness through citizen action groups or organization.
- e. Research conducted by the community college system or local institution.
- f. Participation of residents through committees.

EDUCATIONAL SERVICES GOALS AND CRITERIA

F-7 Increase on-campus experiences for residents in penal programs.

The same as F-6

F-8 Utilize penal facilities (i.e. voc-ed, recreational) for community programs.

The same as F-6

EDUCATIONAL SERVICES GOALS AND CRITERIA

CONCEPTS

C-1 Provide suitable emphasis on communications skills.

a. Seminar groups conducted by counselor.
b. Verbal skills development assisted by counselors in a non-academic setting.

C-2 Establish system-wide accreditation for "developmental" courses.

a. Inter/intra-institution transferability.
b. Institutional requirements for degrees.
c. Framework for change capability in organizations comprised of Deans of Instruction, Deans of students, etc.

C-3 Develop flexible counseling programs designed to help students achieve educational needs.

a. Consistence with philosophical premise of institution.
b. Demonstrate ability to work with minority students.
c. Awareness of various non-white cultures.
d. Number of minority counselors at local and state level.

C-4 Establish a regionalized prescriptive referral system incorporating student follow-up, financial aid packages, etc.

a. Data on student follow-up at local, state, regional level.
b. Data on financial aid and student utilization.
c. Inter-institution communication through consortia arrangements.
d. Information availability for students.

C-5 Regionalize peer counseling programs as part of a prescriptive referral system.

C-6 Integrate financial aid needs with a prescriptive referral system.

a. Existence of peer counseling programs in sufficient numbers to affect regionalization.
b. Inter-institution cooperation through consortia.

C-7 Establish community counseling outreach programs utilizing community college systems' resources.

a. Mobile counseling units.
b. Flexible staff assignments.
c. Flexible staff hours.
d. Community resources related to groups, organizations, etc.

EDUCATIONAL SERVICES GOALS AND CRITERIA

CONCEPTS

C-8 Integrate peer/tutoring counseling programs.

a. Established peer counseling programs.
b. Established peer tutoring programs.

C-9 Establish direct financial aid grants.

a. State level committees to organize framework.
b. Contact with regional financial aid program officer.

EDUCATIONAL SERVICES GOALS AND CRITERIA

MECHANISMS

M-1 Establish a monitoring system for individuals participating in peer counseling programs as peer counselors.

- a. Organizational framework established to accomplish this.
- b. Established peer-counseling programs with disadvantaged students.
- c. Inter-institution cooperation.

M-2 Establish a clearinghouse for para-professional counselors.

- a. Established para-professional programs.
- b. Contacts with state employment security agencies.
- c. Contacts with local agencies involved in mental health programs.

M-3 Integrate special support service programs into institutional structure.

- a. Amount of institutional commitment to special/support service programs.
- b. Established committees to facilitate integration.
- c. Established non-course generating formula for special/support service programs.

M-4 Develop a formula for increased support of non-course (support service) generating programs.

- a. Established committees at local, state, regional level.

M-5 Establish system-wide goals for educational reform in the penal system utilizing community college resources.

- a. Existence of research teams at community college level.
- b. Nature and strength of ties existing between community college system and penal system.
- c. Established committee of community college personnel and penal personnel.
- d. Participation of residents (prisoners) on committees.

M-6 Establish a prioritization matrix for special/support service programs supported by limited funding.

- a. Established state level organization.
- b. Established local level organization.
- c. System-wide assessment of needs.
- d. Local assessment of needs.

EDUCATIONAL SERVICES GOALS AND CRITERIA

MECHANISMS

M-7 Establish creative staff development programs (pre-service and in-service) to improve teaching for minority/disadvantaged students.

a. Counselor participation in planning.
b. Number and kinds of counselor training programs.
c. State-wide coordination of training programs.

M-8 Establish state-wide projected recruiting efforts and subsequent financial aid applications.

a. Established research efforts at state level.
b. Intra-institution contact between financial aid office and minority/disadvantaged programs.
c. Established contact with regional financial aid program director.

M-9 Establish a clearinghouse for all research in community college education (outside ERIC and AAJC).

a. Organizational framework existing for collaboration.
b. Dissemination of research to institutions.

M-10 Establish system-wide research regarding different counseling methods for minority/disadvantaged students.

a. Existence of different types of counseling techniques: peer, one-to-one, group at local institutions.
b. Availability of bilingual students.
c. Inter-institution coordination.

M-11 Establish contacts with four year institutions regarding research in learning concepts/techniques with minority/disadvantaged students.

a. Numbers and kinds of research programs in learning concepts.
b. Workshops at local, state, regional level related to minority/disadvantaged teaching/learning.
c. Applied research in community colleges.

M-12 Increase basic research regarding student support services.

a. Drop out retention statistics. (State and local).
b. Number of disadvantaged students utilizing special/support service programs.

EDUCATIONAL SERVICES GOALS AND CRITERIA

M-13 Establish monitoring system to determine impact of research on the community college system.

a. Existence of organizational framework for feedback.

M-14 Establish system-wide priorities for professional/peer/paraprofessional counseling.

a. Assessment of local and state counseling needs.
b. Advisory committee for prioritization.
c. Organizational framework for planning and implementation.

M-15 Provide support in applying research regarding tutoring, counseling, and financial aid delivery systems.

a. Institutional organization for support applicability.
b. High priority for funding innovative programs in goal areas.
c. Monitoring committee for research in these areas.
d. Technical assistance from institution or system in writing proposals for new programs in these areas.

M-16 Establish a clearinghouse of professional counselors from non-white ethnic groups.

a. Established contacts with graduate institutions.
b. Organizational framework for establishment of clearinghouse.

	Special Program	Counseling tutorial/peer/ outreach	Penal Reform	Financial Aid	Research	
S-1	8	6	8	0	3	25
S-2	3	5	7	1	6	22
S-3	5	2	5	8	1	21
S-4	4	7	3	2	6	22
S-5	3	8	6	2	5	24
C-1	4	5	2	0	4	15
C-2	0	3	2	0	0	5
C-3	5	9	6	4	3	27
C-4	1	5	4	6	3	19
C-5	3	5	4	4	2	18
C-6	2	3	0	6	1	12
C-7	4	8	6	2	5	25
C-8	4	6	0	0	6	16
C-9	1	1	0	7	2	11
F-1	1	4	5	0	5	15
F-2	4	3	5	2	1	15
F-3	3	2	2	8	1	16
F-4	8	5	2	2	1	18
F-5	7	3	2	1	1	14
F-6	4	4	8	2	1	19

Continued on next page

Relevance Matrix: Educational Services Goals/Educational Services Premises based on a 0-9 weight scale.

	Special Programs	Counseling -- tutorial/Peer/ outreach	Penal Reform	Financial Aid	Research	
F-7	5	4	9	4	2	24
F-8	4	4	9	2	4	23
M-1	1	5	2	1	3	12
M-2	1	6	0	0	0	7
M-3	6	6	0	0	0	12
M-4	6	6	0	0	8	20
M-5	5	2	8	0	3	18
M-6	9	0	0	0	9	18
M-7	4	6	1	0	1	12
M-8	6	1	0	8	2	17
M-9	0	0	0	0	9	9
M-10	5	9	0	0	9	23
M-11	0	0	0	0	8	8
M-12	3	7	0	4	8	22
M-13	0	0	0	0	6	6
M-14	2	6	1	0	0	9
M-15	7	4	4	4	5	24
M-16	0	8	0	0	0	8
	138	162	111	80	134	

Relevance Matrix: Educational Services Goals/Educational Services Premises based on a 0-9 weight scale.

	Sensitivity	Functions	Mechanisms	Concepts	
S-1	8	6	3	3	20
S-2	9	6	4	5	24
S-3	7	5	5	2	19
S-4	9	8	7	6	30
S-5	8	8	4	4	24
C-1	6	4	6	7	23
C-2	3	4	4	6	17
C-3	4	4	3	7	18
C-4	3	5	6	9	23
C-5	1	2	3	4	10
C-6	1	2	3	4	10
C-7	5	7	4	8	24
C-8	4	2	2	5	13
C-9	1	1	3	5	10
F-1	4	7	2	2	15
F-2	5	6	4	1	16
F-3	4	8	5	1	18
F-4	5	8	5	1	19

Continued on next page

Relevance Matrix: Educational Services Goal/Project Premises on a 0-9 weight scale

	Sensitivity	Functions	Mechanisms	Concepts	
F-5	3	6	3	1	13
F-6	7	9	7	4	27
F-7	7	9	7	4	27
F-8	6	7	3	2	18
M-1	2	2	4	1	9
M-2	3	4	3	1	11
M-3	5	8	4	1	18
M-4	4	7	6	3	20
M-5	6	8	4	1	19
M-6	6	9	5	4	24
M-7	5	8	7	3	23
M-8	4	8	6	4	22
M-9	3	6	2	1	12
M-10	5	9	6	2	22
M-11	3	5	2	1	11
M-12	4	7	2	1	14
M-13	6	9	4	3	22
M-14	5	6	3	2	16
M-15	3	5	2	1	11
M-16	2	4	2	1	9
	176	229	159	122	

Relevance Matrix: Educational Services Goal/Project Premises on a 0-9 weight scale.

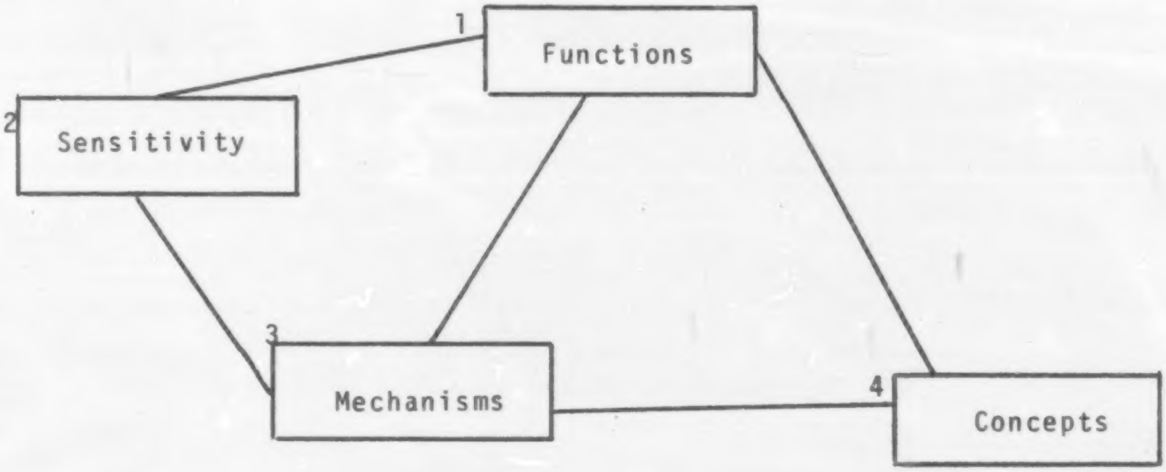
EDUCATIONAL SERVICES

Graphic Analysis

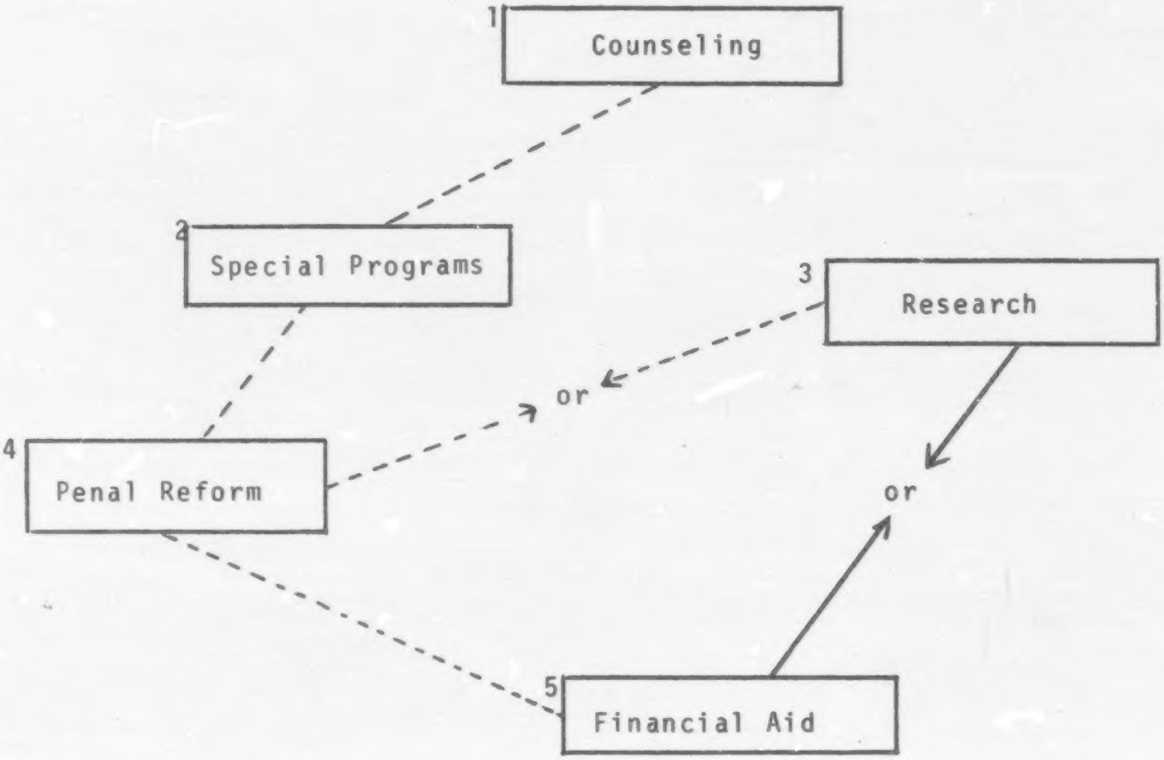
Correlation coefficient findings are illustrated below by a chart. The number next to the premise boxes correspond to the hierarchical ranking of premises.

-- dotted line = low positive correlation
_ solid line = significant positive correlation
⟶ or ⟵ = negative correlation
--➔ or ◄--- = low negative correlation

This chart shows a relationship between Educational Services premises in terms of Educational Services goals.


1
Functions
2
Sensitivity
3
Mechanisms
4
Concepts

The chart below shows the relationship between project premises in terms of Educational Services goals.


1
Counseling
2
Special Programs
3
Research
or
4
Penal Reform
or
5
Financial Aid

CORRELATION BETWEEN SPECIALIST AREA AND GENERAL PROJECT CONCERNS

Each of the three specialist areas--Career Education, Academic Planning, and Educational Services--have their own particular concerns, as noted in the preceding sections. But each area must also relate to the overall project concerns in order to facilitate coordination and cooperation.

Listed below are the correlations between each specialist's goal hierarchy based on his or her own premises and the goal hierarchy based on project premises. The correlation reveals the degree to which each specialist sees his or her area concerns as similar to the overall project concerns. A correlation of .9, for example, would reveal a very strong relationship between the special area and general project concerns. A correlation of .1 would reveal a very slight positive relationship between the special area and project concerns.

Career Education: .7
Academic Planning: .3
Educational Services:.5

DISSEMINATION REPORTS

As an initial means of disseminating information on important findings from Phase I of the Project, seven reports were prepared and printed in the early spring of 1973. The reports were listed in a Project brochure sent to all community college administrators and state directors throughout the country. Requests were received for approximately 200 sets of reports, which were subsequently distributed free of charge.

Following is a brief description of each report.

1. Academic Planning and the Minority/Disadvantaged Student: Three Models for Change. A review of three models for better meeting the needs of disadvantaged students, including non-campus degree programs, accountable learning systems, and modal learning programs.
2. Career Education: Concepts, Components, and Planning. Important concepts are presented along with a brief history of developments. Steps in pre-planning a statewide career education system are identified.
3. Career Education: A Model for State Planning. Important planning steps are identified and discussed.
4. Recruiting: Making the Open Door a Reality. Suggests new procedures for selecting and training recruiters, and further development of "active" rather than "passive" recruiting programs.

5. Counseling: Bridging the Gap Between Expectations and Reality. Three exemplary counseling programs are discussed which are particularly relevant to minority/disadvantaged students.

6. State Planning for the Disadvantaged. Commenting on the process of change, levels of involvement in planning and suggesting elements in a planning model.

7. The Effect of Organizational Structure on Planning. A report on ten OEO demonstration projects, and how organizational structure affected achievement.

SUMMARY OF FINDINGS

What follows is a brief summary of the major findings of the National Dissemination Project in Phase I and their implications for community college development in the 1970's, as contained in detailed form in the printed reports. For the sake of convenience, findings have been grouped in four areas: state planning, academic planning, career education, and educational services.

The State Planning Process

A review of the OEO community college planning projects reveals that a number of organizational factors affected the success or failure of state planning efforts. These factors related to (1) the level of development of the community college system as a whole, (2) the power, influence, and leadership of the state community college agency, and (3) the position and structure of the OEO project within the state community college system.

Organizational structure is, of course, only one variable in the change support process, but it is a significant one. A deeper understanding of the macro-structure of education--both the structure of state agencies and the relationships between various institutions and agencies--is essential as a background for understanding system change. The following organizational factors appeared to be of particular importance in the OEO projects:

1. *The degree of state-level control over community college funding and budgeting directly affected the success or failure of project planning efforts.*

2. *The existence of uniform procedures and a high level of homogeneity among state community colleges facilitated coordinated planning.*

3. *Successful planning relied on aggressive leadership from the state community college agency.*

4. *The relative autonomy of the state community college agency facilitated project accomplishment.*

5. *Projects tended to be more successful when they were a major organizational division of the state agency, with access to the state director.*

6. *Project accomplishment was related to the level of community and campus involvement in planning.*

7. *Most successful projects were those in which the staff was organized around functional specialist areas, emphasized flexible problem-solving configurations, and allowed open communication.*

8. Combined short-range planning and program assistance objectives proved most successful in the OEO projects. Projects emphasizing the more traditional view of planning as an intellectual activity distinct from implementation and operation met with less success.

The OEO community college planning projects began in the current period of tightening educational budgets, increasing awareness of the needs of disadvantaged students, and demands for accountability from the public. In such an atmosphere, good planning, involving more citizen input in needs assessment and goal formation, is an imperative. Yet a significant finding of the National Dissemination Project study is that few systems have undertaken planning efforts which relate to the disadvantaged, and that the level of involvement in determining community college policy is almost uniformly de-emphasized. As the system exists today it seems clear that it cannot effectively respond to the pressing demands being made on it by an increasingly concerned community.

Academic Planning:

In Academic Planning, the conclusions and recommendations of the National Dissemination Project have been grouped in three critical areas:

1. Non-Traditional Learning Programs. There is a compelling need for recognition of differing styles of learning and new approaches to the learning process. Only when new approaches, or modes, of learning can be provided, will many segments of the disadvantaged community find attendance at college a valuable rather than frustrating experience. This area of concern was critically overlooked by most OEO projects. However, significant development of non-traditional learning programs is occurring in a number of situations across the country, including Rockland Community College in New York, Miami-Dade Community College in Florida, and the Wright Institute in California. These programs and others point to a number of obvious advantages to non-traditional learning, including: (1) an individualized approach to the learning process, (2) a breakdown of the academic wall between school and life, (3) a renewed emphasis on the interdisciplinary nature of knowledge, (4) a more flexible deployment of faculty, and (5) the opportunity to employ new approaches to evaluation.

2. Accountability Learning Systems. A far greater emphasis needs to be placed upon the educational results achieved for the resources used. Accountability requires clear definitions of objectives in operational terms so

that it is possible to evaluate the learning experience. The North Carolina OEO project, funded through the National Laboratory for Higher Education, used accountability as its principal thrust. Working with local community colleges, project staff members stressed two basic tenets of accountability:

--The responsibility of educators at all levels to be held functionally responsible for those educational outputs they are able to affect.

--The clear definition of institutional and instructional objectives in terms so operational and definite that it is possible to evaluate or measure the extent to which they are being achieved.

3. Non-Campus Degree Programs. It is becoming increasingly apparent that if education is to be relevant--particularly to the unique experiences and needs of minority and disadvantaged students--it cannot always occur within the physical and curricular confines of the campus. Career-oriented education requires competencies, experiences and awarenesses which few traditional colleges can provide. The College Without Walls movement provides a much-needed alternative, but as of this date its impact has been limited to a rather small group of four-year institutions emphasizing the liberal arts. The Vermont OEO project was one of the

first attempts in the country to develop a community college without walls, aimed primarily at the disadvantaged. Consequently, its implications are immense.

Career Education:

The OEO project grants had originally been predicated on the passage of the Higher Education Act which contained provisions for career development in community colleges. It was therefore anticipated that the projects would deal in a major way with statewide planning for career education. In reality, career education planning proved to be more difficult than anticipated, requiring inter-departmental cooperation, long-range enrollment forecasting, categorization of job types, and specification of skill requirements for each degree level.

Career education planning remains a crucial and unfulfilled need. The Department of Health, Education and Welfare reports that "nearly 25 million students per year leave the formal education system without adequate preparation for a career."[1]

The basic directional change needed at the present time is the insertion of successful preparation for work as a major objective of education at every level and in

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1. Career Education. A Department of Health, Education, and Welfare report. #D06-OE-72-39. 1972

every kind of setting. In terms of educational purposes, this means emphasizing education as preparation for a fulfilling career.

The critical need in career education today is for statewide planning. Only at this level can overall policies and procedures be developed which integrate the goals of secondary, community college, and four-year institutions. The experiences of the past few years point to the need for a three-phase planning effort:

A. *__PRE-PLANNING__: Review existing concepts, arrangements, procedures in all sectors of education as they apply to career education, in a systematic fashion, to produce a __Basic Career Education Plan__. (1 to 1 1/2 years.)*

B. *__PLANNING AND DEMONSTRATION__: Test advanced models and approaches through local demonstration projects; develop guidelines and procedures, and apply them in experimental situations; and evaluate results of demonstrations and experiments. (2 to 3 years.)*

C. *__UTILIZATION AND IMPLEMENTATION__: Apply results of demonstrations for field-testing overall program changes in educational systems; and seek enabling legislation where needed to implement recommendations. (2 to 3 years.)*

Educational Services:

In Educational Services, there has been a good deal of development in the community colleges, and this was generally reflected in the OEO projects. In Vermont the "Brookside Program" employed group counseling techniques; in North Carolina the Educational Development Team worked with local colleges to improve all support service programs; in Illinois a recruiting program was initiated at Malcolm X College and a roving counselor program established at Lincoln Land College; and in Washington State the project staff undertook an evaluation of financial aid programs for the disadvantaged in the Puget Sound region.

But if there have been numerous developments in the support service area, many have been ill-conceived, misdirected, and poorly coordinated.

One consequence of poorly planned support service programs is a high cost, when measured against successful program completions. If a two-thirds rate of completion is assumed for all students in the community college system (somewhat on the high side, judging from available "attrition" data), and a one-third rate for minority/disadvantaged students, then each "success" for minority/disadvantaged students is costing at least three to four times as much as for students as a whole, when additional support costs for "disadvantaged" programs is taken into account. Bad support services will inevitably increase the cost of "success," not lower it. If large numbers of students are brought into a college and drop out in equally large numbers, program costs will inevitably rise without any corresponding increase in "output."

For support service programs to be effective, there appear to be three critical elements which must be present.

1. *Total institutional participation. This is important since interdepartmental articulation and cooperation between the various elements of the institutional community provide the program with increased credibility and support.*
2. *Student input into the decision-making process of the program. Students are the ultimate beneficiaries and their background experience and attitudes must be reflected in the program.*
3. *An evaluation system. This perhaps is the most difficult aspect to establish in any program. However, some kind of evaluative instrument must be included to insure program accountability.*

Conclusions:

According to its professed principles and its commitments to accessibility, flexibility and relevant educational programs, the community colleges may be the only major component of the existing system of higher education within which adequate post-secondary educational systems for the disadvantaged can take root. For this reason, it is essential that continued and expanded efforts be made to help community colleges better serve the disadvantaged.

What is called for is not more innovation for innovation's sake. On the contrary, models for change in critical areas such as non-traditional education, career education, ethnic studies, remedial education, and support services must avoid the educational mistakes which have victimized disadvantaged students in the past. Accountability is required to insure the educational value of such programs. It should be understood that innovative educational concepts and models are not meant to make learning more simplistic and watered-down, but to improve the process of learning and make it relevant to each student's needs. The concerns identified and the models suggested by this National Dissemination Project are presented in this context. They will be promoted nationally through the distribution of reports, and the provision of personal assistance to educators concerned with better serving the needs of the disadvantaged.

NATIONAL DISSEMINATION PROJECT:

PHASE II: (April-July, 1973)

Phase II of the National Dissemination Project began on April 1, 1973, and ran through July 31, 1973. During this phase, beginning dissemination efforts were undertaken, with emphasis upon the "passive" modes of dissemination (such as the mailing of Project brochures and reports). However, by the late spring, more "active" dissemination was being planned and carried-out as a follow-up to initial client contact (including the planning of workshops, and visits to particularly interested client institutions).

Very briefly, the Project staff carried out the following steps during the spring and summer of 1973:

1. Mailed 975 brochures on the National Dissemination Project to community college presidents, state directors, state community/junior college organizations, and interstate higher education agencies. The brochure briefly described the project, listed reports available upon request, and suggested that we be contacted for assistance.

2. Mailed 250 passive and 250 aggressive follow-up letters to randomly selected brochure recipients two weeks after the brochure was sent out.

The letters reminded recipients of the brochure and suggested again that we be contacted for assistance; however, the "passive" letter did so in less strong terms than the "aggressive" letter.

3. Made telephone calls to 24 randomly-selected state directors to briefly describe the National Dissemination Project and suggest that we might be of assistance. Phone calls were made three weeks after initial brochure mailings.

4. Distributed approximately 200 sets of printed reports to those who responded to the initial brochure mailing or to follow-up contact. Typically respondents requested the entire set of seven reports.

5. Recontacted by telephone and letter those individuals who had expressed further interest in the Project or in possible assistance. Plans for providing assistance were initiated in a number of instances.

6. Sponsored two workshops dealing with programs for the disadvantaged. The Florida workshop dealt with "The Role of Community Colleges in Corrections: An Emerging Partnership." The Vermont Workshop centered on "Self-Directed Learning in the Community College of Vermont."

Following are materials included primarily in the Project Status Report, July 31, 1973. The chart on page 88 provides an overview of Phase II activities as they relate to the spectrum of passive-to-active dissemination. Inform is the most passive form of dissemination and was accomplished primarily through the mailing of brochures and reports. More active modes of dissemination include demonstrate, help and finally, collaborate.

The chart on page 89 was a projection of Phase II activities as of March, 1973. It outlined expected Project responses on the basis of the approximately 1,200 original contacts through brochures, letters, and telephone calls. The projected responses, grouped according to type, proved to be fairly accurate.

An analysis of response from different types of clients, and employing different types of initial contact, is provided on pages 90- 98. Finally, conclusions based on Phase II activities are summarized on pages 99-100.

Phase II Activities

SPECTRUM UTILIZATION

PASSIVE ◄──► ACTIVE

Phase II Activities	INFORM	DEMON.	HELP	COLLAB.
INITIAL CONTACT				
-Brochure mailings	■			
-Passive follow-up letter	■			
-Aggressive follow-up letter	■			
-Aggressive letter, phone call	■			
PROJECT RESPONSES				
-Telephone dissemination	■		■	
-Mail dissemination (prepared)	■			
-Mail dissemination (unprepared)	■		■	
-On-site visit	■	■	■	■
-Consultancy	■	■	■	
RECONTACTING NON-RESPONDERS				
-Letter aimed at expression of interest	■			
-Letter aimed at request for information.	■			
-Telephone call aimed at expression of interest	■		■	
-Telephone call aimed at request for service.	■		■	

CLIENT RESPONSES

A. Interest
B. Request for information
C. Request for service.
D. No response.

PROJECT RESPONSES

1. Telephone Dissemination.
2. Mail Dissemination. Prepared material)
3. Mail Dissemination. (Unprepared material)
4. Dissemination by on-site visit.
5. Dissemination through Consultancy.

Initial Contact Made Through:
-Brochure
-Letter
-Telephone

(1200 total contacts)

Initial Client Response	Project Response	Second Client Response	Project Response
A (175)	1 (50) 3 (175)	B (75) →	1 (10), 2 (50), 3 (15)
		C (5) →	1 (5), 3 (5), 4 (3), 5 (1)
		D (95) →	⊗
B (200)	1 (25) 2 (150) 3 (50)	B (25) →	1 (3), 2 (17), 3 (5)
		C (5) →	1 (5), 3 (5), 4 (3), 5 (1)
		D (170) →	⊗
C (25)	1 (25) 3 (25) 4 (15) 5 (7)	B (5) →	1 (1), 2 (3), 3 (1)
		C (2) →	1 (2), 3 (2), 4 (1), 5 (0)
		D (18) →	⊗
D (800)	Recontact made through -Letters -Phone calls	A (150) →	1 (35), 3 (150)
		B (145) →	1 (15), 2 (110), 3 (20)
		C (5) →	1 (5), 3 (5), 4 (3), 5 (1)
		D (500) →	⊗

-Numbers in parentheses refer to number of projected client and project responses.
A--Letters refer to categories of client response.
1--Numbers refer to type of project response.

INITIAL BROCHURE CONTACT

CHART I: Responses by Client Groups to Initial Brochure Contact.

Client Groups	Number of Brochures sent	Responses to Brochure	Response Rate
Community College Presidents	870	154	18%
State Directors	48		
Comm/Junior College Orgn.	39		
Interstate Higher Ed. Agencies	16	3	19%

Analysis: As is evident by Chart I, nearly one-fifth of all community colleges and interstate higher education agencies contacted through the brochure responded in some way. The three responding interstate higher education agencies were: The ERIC Clearing House for Junior Colleges, The ERIC Information Retrieval Center on the Disadvantaged, and the ERIC Vocational and Technical Education Clearinghouse. All three ERIC Clearing Houses requested copies of printed reports for inclusion in their periodic abstract journals, insuring continued dissemination of information through secondary channels.

Response by state directors and state community/junior college organizations to brochure contact was disappointing. It may be postulated that many of the professionally-oriented community college organizations lack a legitimate concern for disadvantaged education. The lack of response by state directors, however, is less understandable, especially since they hold leadership positions and generally express a concern for improving services for the disadvantaged. It may be that the insulation of the position is a real inhibiting factor in attempting to reach or influence state directors through mailings.

CHART II: Types of Response to Initial Brochure Contact

Type of Response	No. of Responses
1. Request for Printed Reports	154
2. Expression of Interest	3
3. Request for Assistance	

Analysis: As was expected, the "passive" brochure mailings produced requests for printed reports, but little else. Only three clients expressed interest in further information as a result of receiving the brochure, and no one requested specific assistance.

PASSIVE FOLLOW-UP LETTER

Number of passive follow-up letters sent: 250

Number of new respondents: 9

Response rate: 4 percent

CHART III: Types of Response to Passive Follow-up Letter

Type of Response	No. of Responses
1. Request for Printed Reports	1
2. Expression of Interest	2
3. Request for Assistance	
4. Request for Brochure	6

Analysis: For those who received a follow-up letter, it was possible to determine whether they were responding on the basis of the previously-mailed brochure or on the basis of the letter. Those responding to the brochure either returned the brochure or wrote a letter listing desired reports. Those responding to the follow-up letter either phoned or wrote a letter confirming receipt of a letter from this project and asking for more details.

In most cases new responders requested that an additional brochure be sent them. Several respondents expressed a high level of general interest in the project, and one respondent requested that a set of reports be sent him even though the specific report titles were not listed in the follow-up letter.

The passive follow-up letter did not prove fruitful in producing a substantial number of new respondents. However, in two instances it did elicit an expression of interest in possible on-site assistance.

AGGRESSIVE FOLLOW-UP LETTER

Number of aggressive follow-up letters sent: 250

Number of new respondents: 11

Response rate: 4 percent

CHART IV: Types of Response to Aggressive Follow-up Letter

Type of Response	No. of Responses
1. Request for Printed Reports	1
2. Expression of Interest	3
3. Request for Assistance	
4. Request for Brochure	7

Analysis: There appear to be no significant differences between the passive and aggressive follow-up letters in either the number or type of responses received. This would tend to suggest that the medium is more important than the message; that no matter how aggressive or personal a form-letter is made, it would produce similar results to a passive letter. Neither follow-up letter produced a direct request for specific assistance.

TELEPHONE CALLS TO STATE DIRECTORS

Number of telephone calls made to state directors: 24

Number of respondents: 11

Response rate: 46 percent

CHART V: Types of Response to Telephone Calls

Type of Response	No. of Responses
1. Request for Printed Reports	2
2. Expression of Interest	4
3. Request for Assistance	
4. Request for Brochure	5

Analysis: Direct telephone communication greatly improved the response rate from otherwise unaccessible state directors. However, in no case was there a direct request for on-site assistance. In the several instances where there was an expression of interest in possible project assistance, continuing contact would be needed to elicit a request for specific help.

RESPONSE FROM OEO PROJECT STATES

Contact with the original OEO project state agencies had understandably been greater on a continuing basis than had contact with other state agencies. This resulted in a significant number of cooperative efforts for "active" assistance. They included:

1. Vermont: Sponsorship of and participation in a workshop on "Self-Directed Learning in the Community College of Vermont," held in Montpelier on June 14-15, 1973. Approximately 15 staff members of the CCV attended. Representing the National Dissemination Project were Dr. John Valentine, executive secretary of the Commission on Non-Traditional Study, and Dennis Carlson. One tangible result of the workshop was a plan to institute a model peer counseling program at one regional site.

The Project also contracted with Charles Parker, financial analyst of the Community College of Vermont, to prepare a report on, "Cost Benefit Analysis: Non-Traditional Education for the Disadvantaged." One hundred copies of the report were printed for distribution in mid-summer.

2. Florida: Sponsorship of a workshop on, "The Role of Community Colleges in Corrections: An Emerging Partnership," held in Tallahassee on June 13-15. Attending the workshop were representatives from ten community colleges, two educational counselors from each of the Florida Correctional Institutions, and vocational rehabilitative Services. Susan Nelle represented the National Dissemination Project in organizing, moderating and participating in the workshop.

3. California: Assistance in a variety of planning efforts suggested by George McIntyre, former director of the California OEO project. In Southwest California tie-ins were made with Grossmont College and the San Diego Planning Council; in Central California the Community and Junior College Association; and in Northeast California the Northeast Area Planning Council.

Analysis: The on-going active involvement by this Project in the original OEO project states may be traced to several factors: (1) continuing long-term contact with state level personnel in these states, and (2) the general high level of development of community colleges in these states concurrent with a commitment to innovation and improved services. Particularly critical in the provision of "active" assistance is the need for personal contact over an extended time period, and this was most often the case in the former OEO project states.

RESPONSE TO BROCHURE BY STATE

STATE	# OF RESPONSES	STATE	# OF RESPONSES
ALABAMA	1	NEBRASKA	3
ALASKA	2	NEVADA	1
ARIZONA	4	NEW HAMPSHIRE	
ARKANSAS	2	NEW JERSEY	4
CALIFORNIA	14	NEW MEXICO	2
COLORADO	5	NEW YORK	8
CONNECTICUT	4	NORTH CAROLINA	9
DELAWARE		NORTH DAKOTA	
FLORIDA	5	OHIO	5
GEORGIA		OKLAHOMA	1
HAWAII		OREGON	2
IDAHO	2	PENNSYLVANIA	4
ILLINOIS	8	RHODE ISLAND	
INDIANA	2	SOUTH CAROLINA	2
IOWA	6	SOUTH DAKOTA	
KANSAS	5	TENNESSEE	2
KENTUCKY	4	TEXAS	5
LOUISIANA	1	UTAH	1
MAINE	1	VIRGINIA	3
MARYLAND	3	VERMONT	
MASSACHUSSETTS	2	WASHINGTON	10
MICHIGAN	4	WEST VIRGINIA	1
MINNESOTA	2	WISCONSIN	6
MISSISSIPPI	2	WYOMING	1
MISSOURI	2		
MONTANA			

CONCLUSIONS

The initial "passive" phase of the Project was largely completed with the mailing of brochures and reports. Response was generally good, and to keep up with a continuing request for reports, some new copies of the original group of Project reports were printed. Not only were requests for reports high, but reaction to the reports was positive. In several instances, educators even took the time to write us, letting us know how valuable the reports had been; and numerous people requested additional copies. Overall, this phase of the Project may be judged successful.

As the Project entered a new phase in August, 1973, it was apparent that "active" dissemination would require a very concerted effort over a considerable time period. Requests for on-site assistance were not automatically elicited on the basis of brochures and form letters. Rather, they developed slowly, often on the basis of a letter of telephone call expressing only a very ill-defined interest in the Project.

Two case studies should serve this point. In both Vermont and Florida successful workshops were held, coordinated and assisted by this Project. But in both cases, the workshops were the fruition of a long series of exploratory steps begun in February of 1973. At that time, the Project contacted participants in the original OEO demonstration projects in various states asking them to think about possible assistance from this Project in developing new programs or exploring new concepts.

We received positive expressions of interest from George McIntyre in California, Steve Hochschild in Vermont, and Martha Brownlee in Florida. What followed was a long series of letters and telephone calls with these individuals attempting to better define needs and possible responses.

In the case of Vermont and Florida, pertinent reports and articles were mailed and problems discussed over the telephone. Once it was decided to hold a workshop in these states, discussions were held concerning participation in the workshops and the likelihood of pulling in outside consultants.

Arrangements then had to be made with consultants, and they had to be briefed on both the National Dissemination Project and the workshop objectives. Agendas were produced and revised, and final arrangements made. Both the Vermont and Florida workshops were finally held in mid-June, nearly four months after the initial expression of interest. It should also be noted that in Vermont and Florida good contacts had been developed at a far earlier date, so that much of the groundwork for cooperation had been laid in the summer and fall of 1972.

NATIONAL DISSEMINATION PROJECT

PHASE II-B PLAN: (July 31, 1973)

Most "passive" dissemination plans had been fulfilled and some "active" efforts undertaken by the summer of 1973, the original termination date for the Project. But because of the Project's successes in reaching receptive clients, and because a Project extension promised further investigation of more active dissemination techniques, OEO decided to refund the National Dissemination Project for another year.

A plan for extending the Project was prepared and submitted to OEO on July 31, 1973. That plan, in its entirety (except for the budget) is included below. To differentiate activities in this more active phase from those of Phase II, the new phase was labelled Phase II-B.

PLAN FOR PHASE II-B
(July 31, 1973)

As a result of OEO approval of Plan B for Phase II of the National Dissemination Project, changes were made in organization and methods for carrying all projected activities. These changes are as follows:

1. Area Specialist positions were phased out by June 30. In practice, Mrs. de Hobbs resigned on May 15, and Mr. DeCano and Mrs. Maxie were terminated effective June 30.

   Dennis Carlson is scheduled to leave July 30, as originally planned by him; Maria Castano returned to work July 1.

   The effect of these organizational changes is to leave the National Dissemination project with a core "coordinating" staff--A Director, a Project Coordinator and a Secretary. Specialist functions are to be assigned to consultants, hired for specific assignments and paid for performance of pre-arranged tasks.

2. Staff reorganization and the problems of transition, as well as uncertainties about the degree and extent of future funding, constrained our activities to some degree.

We felt unable to commit ourselves to providing assistance several months ahead, for example, because we did not know what the status of our project would be at that future time. Thus, the emphasis was on activities that could be completed in the very short-run--telephone calls to elicit inquiries, printing and mailing of prepared information, filing and noting expressions of interest that could perhaps be followed up in the future, and analysing the returns on mailing of informational brochures. This covers the "passive" aspects of dissemination and this aspect received major emphasis between April 15 and June 30, 1973. (The exceptions to this were "active" dissemination projects which had been anticipated and planned before April 1, and could be executed by June 30.)

3. As indicated in the status report, it was found that translating "expressions of interest" into requests for information or assistance would need much more time, and staff work, than originally anticipated; a major problem was that institutions interested in our services would have to go through many "internal" processes, and

discussions, before they could formulate mutually satisfactory arrangements. Our opinion is that time rather than personnel or resource availability, is the major constraint here. It does not take too much staff time or effort to confirm "expression of interest." But steps beyond this point require time for institutional review, whether formal or informal; our "offers" have to be considered, institutional needs have to be articulated in the light of these offers, policy decisions to request information or assistance have to be made, and a person has to be authorized to contact us on the basis of these decisions. This cycle may have to be repeated several times before a specific arrangement can be made...and then, time is also consumed in making all the advance arrangements for actual dissemination activity. Also, many of the arrangements could involve, not a single act of dissemination but several related acts, spaced out to allow "utilization" of previous acts so that follow-up dissemination may be fully effective.

Experience up to this point suggests that more than six months' time is required between an initial "expression of interest," and the carrying out of a specific act of dissemination other than mailing prepared pamphlets. Perhaps we may see a "learning curve" phenomenon develop, and later acts of dissemination could require shorter lead times. However, too much should not be expected, because many of the factors causing such an extended lead time exist in the institutions themselves, outside of Project control.

Given the factors described in (1) through (3), it is clearly more logical to reduce "full-time" staffing and spread staff resources over a longer period than previously anticipated. This procedure is especially important if we are to rely on specific "consultancy services," rather than on-call "full-time professionals"; the need to draw up precise service contracts, and negotiate careful cost estimates and deadlines to optimize consultancy resources, requires even more careful pre-planning.

These considerations will be seen to govern the work plan presented in the following pages. Because of the changes involved, we have called it Phase II B, rather than a simple extension of Phase II. Phase II B, in other words, carries on all the essential goals and objectives of the National Dissemination Project, and the objectives of Phase II. But the methods and tasks are modified, and resource allocation re-defined, to incorporate the implications of (1) through (3).

PHASE II-B: PLAN SUMMARY

The overall goal for Phase II-B, commencing August 1, 1973, is to complete all remaining activities approved for Plan B of the National Dissemination Project.

(In terms of the Plan for Phase II, these activities would be Project Responses 1, 3, 4, 5 to "initial client responses" A and B; all project responses to "initial client response" C; and all activities concerned with "second client responses." (see p. 35-40 of Phase II Plan, especially chart on p. 38). Since the activities completed so far have had a low man-hour component, the remaining activities cover 85-90% of total staff activity projected under Plan B.)

Given the overall Phase II plan, Phase II-B breaks down into the following sub-goals:

II-B.1: Prepare and disseminate supplementary materials, containing specialized information not covered in prepared booklets;

II-B.2: Follow up all "expressions of interest," to identify appropriate Project responses;

II-B.3: Define, plan and execute strategies based on II-B.2, especially activities not covered by initial or supplementary publications;

II-B.4: Define and implement a Phase II Research/ Evaluation Design, using this format for a final report on the National Dissemination Project.

Methods to be used for accomplishing these sub-goals can be briefly summarized as follows:

II-B.1 PREPARE AND DISSEMINATE SUPPLEMENTARY MATERIALS

a. Collate, edit and print information already gathered by Project, for which interest is perceived or/and expressed;

b. Prepare additional studies, bibliographies, reviews, position papers, covering information requests, utilizing consultant services and professional service contracts;

c. Inform clients who have already expressed interest in general areas of concern, about specific "new" information available (by mail or/and telephone);

d. Disseminate materials upon request by mail;

e. Follow up to determine if other requests materialize; cover any responses under (II-B.2)

II-B.2 FOLLOW UP ALL "EXPRESSIONS OF INTEREST."

a. Collate and categorize "expressions of interest" from earlier project activity, and also arising subsequently (e.g. from II-B.1)

b. Contact "interested" institutions by phone, mail, or/and visit, to match "interests" with Project resources, and define precise service required. (This may require several different contacts, and a period of "negotiation" and mutual review; see introduction.)

c. Where available materials (initial, or supplementary) will be sufficient to meet needs, prepare and execute mailings. or

d. Where follow up dictates additional information is needed, or/and on-site visit or activity is needed, so identify Project strategy option; and transfer to sub-goal (II-B.3).

II-B.3 DEFINE, PLAN AND EXECUTE II-B.2 STRATEGIES.

a. Classify all Project action needs obtained from II-B.2, add to "direct" requests for Project action received before start of Phase II-B.

b. Decide details and appropriate degree of Project response (i.e. staff time, money, consultancy and travel requirements), and define precise service to be rendered.

c. Negotiate appropriate arrangements with (i) clients (ii) consultants, if any.

d. Make arrangements: prepare, draw up and execute consultancy contracts, discuss and finalize presentation formats with clients, set dates.

e. Carry out planned activities.

f. Store reports under "spectrum" filing system; forward to OEO and clients, follow up for possible "repeat" activity.

(Note: in some cases, arrangements may be made for multiple acts of dissemination; in this case, (d), (e), (f) would be repeated several times with the same client.)

II-B.4 DEFINE AND IMPLEMENT PHASE II-B RESEARCH DESIGN.

a. Extend scope of initial Research design for brochure responses, to cover all the activities of Phase II-B; additional hypotheses, "sensitizing" original hypotheses, re-classifying data.

b. Establish criteria for evaluating success or failure of different "dissemination strategies" as defined by II-B.3.

c. Utilize stored reports and other information to assess success of dissemination efforts, using criteria established in (b).

d. Prepare research report based on assessment. (Note: Some aspects of Research Design will clearly have to await further development of Project activity, since the kinds of information and service capability we can develop will have a bearing on the activities we can carry out, and therefore assess. Thus, the Research Design is not expected to be finalized until towards the end of the Project's "active" phase.)

WORK: TARGETS, DEADLINES

According to the Phase II Plan, we were to expect 25 "requests for service" at the initial stage, with 12 more after the Project had responded to earlier requests. The last 12 were to develop from "expression of interest," or "request for information," when we had a chance to respond and create more interest. Re-contact was to yield another 5 "requests."

It was projected that 15 on-site visits, and 7 consultancy disseminations, were to result from the 25 "requests for service"; 7 on-site visits and 2 consultancy disseminations from the later developed "requests," making a total of 25 visits and 10 consultancy disseminations.

Plan B envisaged a 25 % cutback of planned staff activity. Most of this cutback has to be in the area of "unprepared" mail dissemination, since this is the activity that was dependent on the Area Specialists. Some replacement can be made under goal II-B.1, through "supplementary materials"; whether the targets for "supplementary" materials should be the same as for "unprepared" material cannot be determined.

Project response 2 has proceeded on schedule, and we are already at the levels assumed for "initial response". This can therefore be expected to continue at the projected levels.

Given the 25% cutback of activity under Plan B, Phase II-B's targets for on-site visitations and consultancies should be 18 and 7 respectively. Our resources appear to be adequate for carrying out a total of 25 "active" projects of dissemination, particularly if this number is allowed to include those projects already completed. But the ratio between "on-site visits" and "consultancies" may have to be reversed, since the strategy for Phase II-B involves switching to consultant support rather than relying on Project staff/specialist activity.

While it was difficult to keep track of "telephone disseminations" (Project Response 1), especially in view of the transitional staff situation, it is quite certain that they were running well below the 100 projected from the "initial response," as compared with Mail Dissemination (Project Response 2). However, it is expected that much of the activity proposed under this "response" will be assumed by the extended telephone discussions now seen to be a vital part of "developing" client interest.

The man-hour calculations for Plan B projected a total of 4563 man-hours of Project staff activity, a figure which remains essentially unchanged. The following major differences have to be noted in the Plan B chart on page 73 of the Phase II Plan:

1. Less man-hours were devoted to Phase II activities than originally anticipated, because of staff transition and uncertainties regarding the future. A total of 3500 man-hours still remain to be accomplished as of August 1, 1973.
2. Staff reorganization (see next section) will reduce the "professional man-hours" available per month after August 1, although some of this cutback can be made up by reallocating staff responsibilities, and hiring "extended" consultants.
3. Delays in final notification for extension funds for the project have caused an "unavoidable slippage" in the schedule, especially for planning and executing activities other than forwarding "prepared" information.

Plan B originally envisaged a 10-month period, from April 1, 1973 to January 31, 1974, for dissemination activities, with two months (February and March 1974) for wrap-up, evaluation, and a final report.

We now project a 9-month period, from August 1, 1973 to April 31, 1973, to perform most of the "unprepared" and "active" dissemination that was postponed until we received final notifiation. The months of May and June 1974 would be devoted primarily to wrap-up and evaluation. Thus, the major change in the Plan B chart on page 73 is the extension to conform with the factors (1) through (3) indicated above.

No additional resources are required for extending the project, beyond the additional funds already granted as of 7/1/74.

STAFF ORGANIZATION: PHASE II-B

As of August 1, we are reducing full-time staff at the Project to the minimum level for maintaining "operational" status. The following describes the positions, and changes in specific responsibilities under Phase II-B:

1. Director: The Director will assume responsibility for all "direct" active dissemination efforts; i.e. those that require visits or travel, but can be accomplished without consultancy services. He will also plan and deploy consultants for other "active" dissemination, and will assume responsibility for directing and utilizing their efforts.

   The development and execution of the Research Design, and analysis of results for the final report, will be a responsibility of the Director.
2. Coordinator: 50 man-hours/month (1/3 rd time) will be assigned to "professional"tasks. These include: responsibility for all "passive" dissemination efforts, including follow-up and records; coordinating the activities of consultants performing non-visit activities; and assisting the Director with telephone calls, letters, visits, and follow-up. May involve some travel to arrange dissemination activities.
3. Secretary: As defined in original plan, but with emphasis on accurate file-keeping, records and follow-up activity to supplement Director and Coordinator.

We propose to employ the following kinds of consultants to assist us with our activities:

a. Professionals on extended part-time contract, over periods from 2 to 6 months, paid for carrying out specific research or information-gathering activity, or any such work as may be required;

b. Professionals on Specific Assignment, i.e. hired to carry out a specific act of dissemination, usually away from Project Headquarters and on-site for dissemination activities.

c. "Mixed-Assignment" consultants, i.e. persons who have on-going part-time work to perform at Project Headquarters, but may be paid travel and expenses for on-site work arising from their activities.

The activities of these "consultants" will be supervised by the Project staff as indicated under full-time staff responsibilities. Specifically, the Director will assume full supervision for type (b) consultancies, which are primarily concerned with "active" forms of dissemination. The Coordinator will coordinate the activities of type (a) "consultants" assuming responsibility for payment and recording of performance. Type (c) consultants will be the responsibility of the Coordinator, except as when on-site activity is required.

We expect to make final decisions on Type (a) consultancies by September 1, 1973; provisional plans for type (b) and type (c) consultancies could also be made by that time, although such plans could be revised later according to need. Consultancy services could therefore commence after September 1, peak usage could arise in January-February-March 1974, and all services completed by end-April or mid-May 1974.

NATIONAL DISSEMINATION PROJECT

PHASE II-B STRATEGY ANALYSIS: (August, 1973 - August, 1974)

During 1973-74, the National Dissemination Project recognized that insufficient interest was being generated in utilizing "active" modes of dissemination from the purely passive activities that had been completed.

In general, it appeared that "passive" strategies on our part led to "passive" requests, with little escalation on the part of clients to more active kinds of communication. Clients who had already expressed interest in "active" assistance found little difficulty in developing and exploring further "active" opportunities; but those who had expressed interest only in receiving information seemed disinclined to seek active help.

To generate further interest, the following "active" strategies were undertaken by the National Dissemination Project, beginning in the late summer and early fall of 1973.

1. SUBJECT-CENTERED DISSEMINATION: As a follow-up and extension of our "passive" dissemination efforts, the list of clients was polled to determine what topics would interest them.

A very high proportion (75%) of clients on "passive" dissemination responded to the poll; indicating that while they could not identify topics of interest, they could choose between options provided by the National Dissemination Project.

"Priority" subjects were chosen from the poll results, and were developed as "problem statements" by the National Dissemination Project.

These "problem statements" were made part of a comprehensive consultancy contract with Washington State University. Each of them was developed into a second-round report, and was distributed to respondents to our original poll.

The results of the poll were analyzed and prepared as a special report, "Research/Information Needs for Program Innovation in Community College Education" which was used for dissemination activities with federal agencies.

Subject-centered dissemination was also used in a few "active" contexts, such as supporting documents or papers. Most subject-centered dissemination, however, remained in a moderately "passive" mode.

A subject-by-subject assessment of the strategy is provided on pages 157 - 167.

2. CLIENT-ORIGINATED DISSEMINATION: This cluster of "active" dissemination efforts dealt with those requests which conformed to the original mold; i.e. cases where the client himself, having heard of the project or participated in some "passive" dissemination activity, requested our assistance and specified the kind of help he would need.

These are analysed on pages 125 - 144.

3. PROJECT-INITIATED DEMONSTRATIONS: In order to compare the differences between the ways in which dissemination activities could be conducted in different institutional settings, we selected a variety of "locales"--an institution, a consortium, a federal agency, a college division, a state agency, a state--and attempted to develop specific strategies in each case.

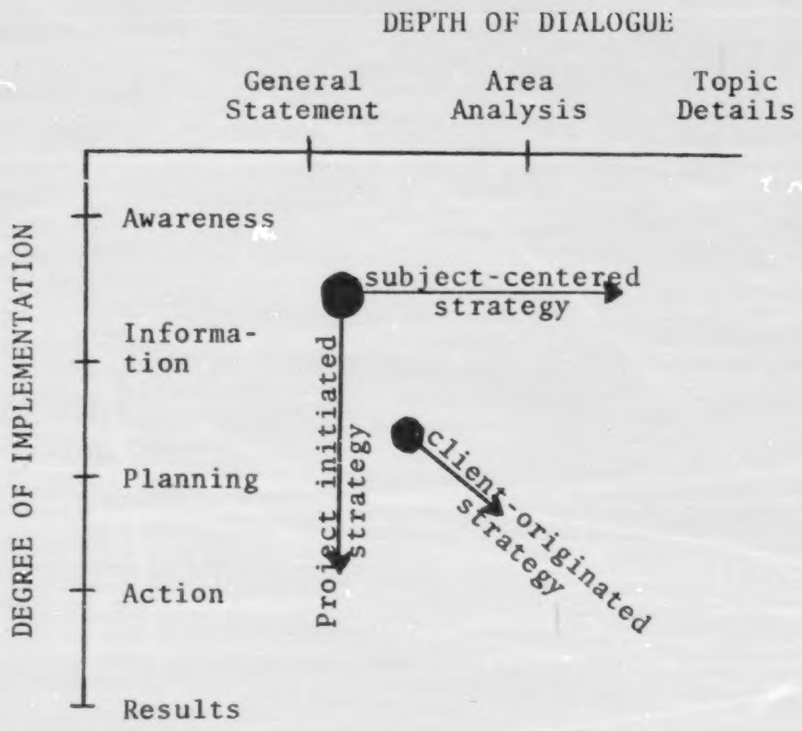
An analysis of individual demonstration projects, and a comparison of different strategies tried in each case, will be found on pages 145-156.

CONCLUSIONS ON SPECIAL STRATEGIES

Comparing the three different approaches used for "active" dissemination during 1973-74, the following conclusions can be reached.

1. Subject-centered dissemination provided the maximum coverage of clients, although in more passive modes; it also allowed development of lines of thought, and deeper probing of client concerns.
2. Client-originated dissemination provided variable outcomes, and generally proved disappointing when clients were unable to formulate their needs or deal with the possibility of implementing suggested courses of action. Where these problems were absent, dissemination efforts proved successful.
3. Project-initiated demonstrations appeared to be the best way to "get things done," in a very active mode, when objectives were well-defined and tailored to fit the characteristics of "target" client groups.

The following diagram shows the differences between results by special strategies.


DEPTH OF DIALOGUE
General Statement
Area Analysis
Topic Details
DEGREE OF IMPLEMENTATION
Awareness
Information
Planning
Action
Results
subject-centered strategy
Project initiated strategy
client-originated strategy

Subject-centered strategies lead to "deepening of dialogue", as clients explore ideas in more detail. *Project-initiated strategies* are aimed at producing action at *given* levels of detail. *Client-originated strategies* can move an institution both towards "deeper dialogue" and action to produce results. The proportions of dialog and action depend on where a client is "at"; the more the client is already committed to dialog (or action), the more chance that this will be emphasized in "active dissemination" inititated by him.

In cost-benefit terms (See Appendix E), subject-centered dissemination provided the best results, since client needs were identified and matched at the lowest cost ratios. Project-initiated demonstrations were costlier, but there was a larger range of achievable outcomes and success ratios were high. Client-originated dissemination proved to be disappointing except in isolated instances; the degree of consultation needed to help clients define their needs sufficiently to ensure their successful matching could raise the cost of successful dissemination significantly.

In all forms of active dissemination, the role of the National Dissemination Project in "facilitator" or "change agent" roles proved to be crucial for success. In subject-centered dissemination, the project took the lead in identifying topics of interest and guiding consultants to produce relevant reports. In project-initiated and client-originated demonstrations, NDP personnel (including consultants) assisted on a first-hand basis (making presentations, conducting workshops, etc.). Without such an active role, the goals of active dissemination could not have been defined, much less attained.

REPORTS ON THE MAJOR STRATEGIES

Reports on each of the major "special" strategies is provided in the following sections, with introductions by group.

The strategies have been labelled from "very passive", "passive", etc, to "active" and "very active", following the spectrum devised by Jim Tanck in his "OEO Utilization Report." The strategy (rationale) and assessments have been given values following the Das-Hannaway method (see Appendix E). Where several modes were used for the same strategy, it has been indicated, as have been the approximate dates.

CLIENT-ORIGINATED STRATEGIES

In this group can be placed all active dissemination which developed in the "traditional" mode defined by the National Dissemination Project, i.e. with the client taking the lead and requesting us to perform specific services to meet needs that he had previously identified.

Analysis shows that the range of achievement in this category was very high, ranging from zero to "perfection."

In general, clients who had prepared themselves for using the results of active dissemination were able to give us enough information for us to plan and execute clear-cut strategies; and, the more clear-cut our strategies were, the higher were our expectations--*and*, our accomplishments. Exceptions to this rule occurred where client pre-planning failed to turn up local factors that could prejudice utilization of information; for example, where staff people had doubts unknown to their institutional heads, or where unexpected factors (budget cuts, federal policies) intervened to neutralize post-dissemination plans.

A major factor behind "successful" client-initiated dissemination was a previous level of informal communication or acquaintance which gave both clients and Project people the necessary background on each other's capabilities. This process often took months, and greatly increased the time-lag between initial contact and active dissemination. It was to overcome the consequences of this time-lag that Project-initiated strategies were developed.

Our conclusion is that client-initiated "active" dissemination works best when (a) a favorable background has been created over time, by mutual exchange of information and pre-planning by both disseminator and client; (b) a narrowly defined, highly specific set of activities are agreed upon, and "expectations" of results are clear-cut. Where these conditions do not exist, it is best to take the initiative and follow one of the other special strategies discussed in this report.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	SOUTHEAST CALIFORNIA COMMUNITY COLLEGE COUNCIL	
ORIGINAL REQUEST	Present ideas and strategy for AA/BA articulation as a basis for negotiating with 4-year colleges.	
STRATEGY	Type: Very Active	From: 7/73 To: 8/73
	Description: Conduct workshop session on AA/BA articulation with community college presidents.	
2.5	Rationale As requested by Council.	
COMMENTS	Presentation was well-received, but there were major differences of opinion and commitment on the part of different college presidents. A unified strategy was difficult to define.	
EVALUATION 1.7	Successful in communicating information as requested, but little prospect of good follow-up unless College Council makes some basic policy decisions on cooperative action.	
REFERENCES	Correspondence with Dr. Metzgar, San Diego (Grossmont C. C.); field trip report on San Diego activities. "Planned AA/BA Articulation" report was developed out of recommendations.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	GROSSMONT COMMUNITY COLLEGE, SAN DIEGO, CALIFORNIA
ORIGINAL REQUEST	Provide information on planning instructional assessments for college accreditation.
STRATEGY	Type: Very Active — From: 7/73 — To: 8/73
	Description: A full-day session with Deans and faculty, laying out basic planning and evaluating procedures, and suggesting steps.
3.5	Rationale Accreditation needs provided very specific problems and institutional needs. Strong faculty commitment and support made intensive sessions possible.
COMMENTS	Exceptional leadership from President of college and all his top administrators made for excellent progress during full-day work session.
EVALUATION 3.9	Very successful in meeting objectives. But later follow-up was hampered by political difficulties in community college district.
REFERENCES	Field trips to San Diego; report on Grossmont CC's activities. Also correspondence with Dr. Metzgar (6/73 to 8/73).

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	BROOKDALE COMMUNITY COLLEGE, LINCROFT, NEW JERSEY
ORIGINAL REQUEST	High interest in information on disadvantaged, non-traditional student programs.
STRATEGY 1.5	Type: Neutral From: 5/73 To: Description: Letter enclosing reports, then requesting further information on program needs. Follow-up phone calls to determine forms of active assistance to be provided. Rationale Very specific interest expressed in program ideas. Need to determine precisely what kind of program assistance would best fit their needs.
COMMENTS	Communications proved to be difficult in spite of high interest; information on district resources, needs, objectives not forwarded (although promised), so diagnosing exact "active strategy" was difficult. More success achieved when we switched to different strategy, and suggested information types they could use.
EVALUATION 1.3	Example of problems even with high interest on both sides. Successful only if viewed in terms of "strategy-oriented," rather than "client-oriented" dissemination.
REFERENCES	Correspondence files.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Beaufort County Technical Institute, Washington, N. Carolina	
ORIGINAL REQUEST	Request for general information, and forms of assistance.	
STRATEGY 0.5	Type: Active	From: 5/73 To:
	Description: Letter responding to request, followed by telephone call to determine degree of interest in more active kinds of help.	
	Rationale Distance from Seattle, and lack of specificity in original request, made low-key approach preferable.	
COMMENTS	Client was interested in active assistance, but unable to specify exactly how we could help or how far his institution would back up his request. Promised to explore issues; did not return call--was referred to Regional Lab in North Carolina.	
EVALUATION 0.1	Distance made it difficult to identify or respond to client; institutional problems also prevented direct action. Referral to NC Regional Lab, one of original OEO project participants, was seen as best solution.	
REFERENCES	Correspondence files.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Post-Secondary Education Commission, State of Montana
ORIGINAL REQUEST	Provide information for Manpower and Management (Accountability) Committees engaged in state planning.
STRATEGY 3.5	Type: Active — From: 7/73 To: 6/74 Description: Series of conference calls to explore different aspects of Manpower and Accountability Planning. Exchange of reports, research ideas and plans; review of drafts of preliminary and final reports. Rationale Committees already operating, but receptive to new ideas and suggestions. Exchange of information and review of reports was believed adequate to meet request.
COMMENTS	Ideas provided to key participant in Committees, and were incorporated into final reports. Degree of openness in communication, influenced by authority of key participant in Montana system.
EVALUATION 4.8	Very successful in incorporating major NDP ideas into recommendations for State of Montana.
REFERENCES	Correspondence with Dr. Hoffman (Glendive, Montana); Drafts of reports on Manpower and Accountability for Montana Post-Secondary Commission, with NDP comments. Best reviewed in chronological sequence, 8/73 to 6/74.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Los Angeles City College, Los Angeles, California	
ORIGINAL REQUEST	Information on planning data for community-need programs.	
STRATEGY 4.5	Type: Very Active	From: 6/74 To:
	Description: Telephone calls to determine needs; then field visits to assist L.A. City College in developing planning and evaluation tools for a comprehensive community-services program.	
	Rationale The client revealed high awareness of needs and potentials in early discussion, so switch to a "very active" mode was needed to cope with their requirements.	
COMMENTS	Exceptionally high degree of initiative and awareness in college "team" originating request. Program, staffing and evaluation plans were all discussed and presented, and implementation exercises were conducted.	
EVALUATION 4.9	Very successful not only in meeting original goals, but the new objectives developed through escalated strategy.	
REFERENCES	Correspondence with Ron Dyste (LACC).; Los Angeles field trip report. Also see "New Directions Program" NDP booklet for evaluation of Los Angeles activities.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Arapahoe Community College, Littleton, Colorado	
ORIGINAL REQUEST	General information on project assistance.	
STRATEGY	Type: Passive	From: 7/73 To:
	Description: Mailing of brochure with covering letter explaining further services available.	
0.5	Rationale Although originating as a "special" request, letter was sufficiently general to be considered in the "routine" category.	
COMMENTS	No further communications.	
EVALUATION 0.0	Failed to elicit further response.	
REFERENCES	Original letter (7/73).	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Rocky Mountain Community College Consortium	
ORIGINAL REQUEST	Presentation on planning for Disadvantaged Education.	
STRATEGY	Type: Very Active	From: 7/73 To:
	Description: A general presentation on Project goals; then a workshop presentation on goals, methods, and systems for developing a consortium approach to minority/disadvantaged programs in eight states.	
2.5	Rationale Groundwork had been laid in previous discussions for a systematic, two-step approach to generate planning interest.	
COMMENTS	Presentation was successful, but uncertainty about future federal (Title III) funding prevented a follow-thru on inter-collegiate programming. Several inquiries from individual institutions developed into new requests for assistance.	
EVALUATION 1.8	Final implementation hampered by Title III fund cut-off. However, there were spin-offs in terms of other requests which were separately followed.	
REFERENCES	Colorado Springs field trip report, by D.K. Das 7/73. Earlier see correspondence between D. Carlson and Terry Cline (WICHE), 3/73 to 6/73.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Three Rivers Community College, Poplar Bluff, Missouri	
ORIGINAL REQUEST	Dr. Patti Stewart: on evaluating developmental programs	
STRATEGY	Type: Active	From: 4/73 To:
	Description: Telephone calls to determine precise needs. Then choice of materials developed for needs, or possibly a visit to assist with specific evaluation problems.	
1.5	Rationale Request was very specific, but we required more information on kinds of programs for which evaluation methods were being sought.	
COMMENTS	Conversations showed that institution was more interested in arguments (pro and con) on existing evaluation methods than on developing or planning new tools. A visit was unnecessary, and information would have to be developed at a later stage.	
EVALUATION 0.7	Successful in diagnosing needs. However, actual need could not be met until second-round dissemination papers were available.	
REFERENCES	Initial letter, then telephone communication (D.K.Das). Letter on file with notes.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Mesa Community College, Mesa, Arizona	
ORIGINAL REQUEST	Information on new-program development in vocational education (Dr. Bertha Landrum).	
STRATEGY	Type: Passive	From: 5/73 To:
	Description: Letter explaining state-of-the-art in program planning for new vocational programs, suggesting new approaches and their possibilities.	
0.5	Rationale Degree of interest low, so it was necessary to determine how much specialized information was really wanted and should be developed.	
COMMENTS	No further request was received to letter containing original summary.	
EVALUATION 0.0	Apparently no new information was needed beyond what was provided.	
REFERENCES	Original request and correspondence with D.K.Das 5/73.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	California Department of Education (Sacramento)	
ORIGINAL REQUEST	Dr. Crandall: information on occupational forecasting	
STRATEGY	Type: Active	From: 6/73 To: 9/73
	Description: Telephone calls to determine nature of information needed: meeting to discuss needs, then referral to specialists.	
1.5	Rationale Needs were comprehensive and general. Specific character of needs and capacity to solve them, required detailed discussion.	
COMMENTS	Needs were fully defined, and referral to specialists was successful. However, institutional difficulties prevented Dr. Crandall from implementing stochastic-model approach recommended by Dr. Samuel E. Cleff.	
EVALUATION 1.8	Successful for communicating information. Difficulties were experienced beyond dissemination stage, in putting recommendations of specialists into practice.	
REFERENCES	Correspondence with Dr. Crandall; also see letters to Walter Bruner, Dr. Cleff. Refer to "Long Range Forecasting" and "Stochastic Model" reports produced by NDP.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Mesa College, Grand Junction, Colorado	
ORIGINAL REQUEST	Assistance in planning Career Information Planning Center, a Senior Citizens Institute, and a Women's Institute.	
STRATEGY 3.5	Type: Active	From: 5/73 To: 7/73
	Description: Mesa was exploring the need for centers identifying and helpin the college to serve particular community needs. Communicatio and on-site visit by NDP suggested steps in planning and ideas for position paper. Informal staff discussions held.	
	Rationale: It was hoped that planning assistance by NDP, and referral to specialists (particularly at WICHE) in special subject concerns would help in development of functional institutes.	
COMMENTS	On-site visit served mainly to explore possible institute functions and organization. Staff members were still at a very early stage of discussion. No post-visit follow-up.	
EVALUATION 2.3	Moderately successful in helping staff members begin thinking of issues and planning steps.	
REFERENCES	Correspondence between Peggy Foss and D. Carlson; field trip report by D. Carlson, July, 1973.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Colorado State Board for Community Colleges
ORIGINAL REQUEST	Dr. Barnes: information on occupational forecasting.
STRATEGY 1.5	Type: active From: 6/73 To: 9/73 Description: Telephone calls to determine nature of information needed; meetings to discuss needs, then referral to specialists. Rationale Needs were comprehensive and general. Specific character of needs and capacity to solve them, required detailed discussion.
COMMENTS	Needs were fully defined, and referral to specialists was successful. However, institutional difficulties prevented Dr. Barnes from implementing stochastic-model approach recommended by Dr. Samuel E. Cleff.
VALUATION 1.8	Successful for communicating information. Difficulties were experienced beyond dissemination stage, in putting recommendations of specialists into practice.
EFERENCES	Correspondence with Dr. Barnes; also letters to Walter Bruner, Dr. Cleff. Refer to "Long-Range Forecasting" and "Stochastic Model" reports produced by NDP.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Eastern Wyoming College, Wyoming
ORIGINAL REQUEST	General information on program assistance.
STRATEGY	Type: Neutral From: 7/73 To:
	Description: A request was made for general information on the kinds of help we could provide, based on presentations made at Mountain States Consortium. We tried to identify, by phone, what was needed that we could provide.
1.5	Rationale Possibility of a "match" between needs and information we had.
COMMENTS	Telephone conversations failed to identify specific services we could provide, which could benefit institution.
EVALUATION 0.0	A case of our information not being specific to client needs.
REFERENCES	Initial letter of interest 7/73.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Community College of Vermont, Montpelier, Vermont.	
ORIGINAL REQUEST	To conduct workshop on individualized learning methods for program people in Vermont Community College System.	
STRATEGY	Type: Very Active	From: 3/73 To:
	Description: Plan agenda and topics to be covered in workshop; send staff member and consultant to act as resource persons.	
4.5	Rationale: CCV appeared to have clear ideas on what they wanted. Our role was to provide resource and advisory capabilities.	
COMMENTS	Participants in workshop differed with CCV organizers on goals of planned workshop. As a result, entire workshop agenda had to be reworked to suit participants' objections and needs.	
EVALUATION 3.3	Reworked workshop was successful, but resources provided by NDP and consultant were not fully utilized.	
REFERENCES	See D. Carlson's field trip report to Vermont, 3/73.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Community College Division, State Board of Education, Florida
ORIGINAL REQUEST	To assist in program planning for consortium of Florida Community Colleges for Ex-Offender programs.
STRATEGY 4.5	Type: Very Active From: 4/73 To: Description: Determine best mode of assistance via telephone; then send Consultant (Susan Nelle) to participate in planning workshop. Rationale: Because of distance, a single workshop combining all interested clients was believed to be optimal mode. Specialized consultancy information was needed.
COMMENTS	Expectations of clients were different from what had been anticipated; consultant was expected to run workshop, rather than provide information. Familiarity with inter-college programs in Penal Institutions on the part of consultant helped get around the problem.
EVALUATION 4.8	Reports from Florida indicated that workshop was very successful. However, there was no follow-up in Florida, or from Seattle.
REFERENCES	See D. Carlson's correspondence with M. Brownlee 2/73 to 4/73, setting up meeting; contract (NDP/Susan Nelle) 5/73.

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Puget Sound Regional Minority Affairs Consortium	
RIGINAL REQUEST	Assist with planning and cost-benefit systems for inter-college minority programs.	
STRATEGY	Type: Active	From: 6/73 To: 6/74
	Description: On-going consultations on planning information, data systems, and ways for allocating state resources or assessing program success.	
4.5	Rationale: Good working relationships were built up during 1970-72 for assistance to Consortium. On-going informal as well as formal activity was easily pursued.	
COMMENTS	Familiarity with Consortium programs and personnel, and with their management and program systems, facilitated easy procedures. Results were easy to monitor. Many PSRMAC initiatives and results were used in other dissemination activities.	
EVALUATION 4.9	Many useful results were gained over a long period of active dissemination.	
REFERENCES	Extensive series of reports, correspondence, etc, available from PSRMAC headquarters in Tacoma, Washington; also workshops, minutes of meetings, etc.	

SPECIAL DISSEMINATION STRATEGIES: CLIENT-ORIGINATED

CLIENT	Washington State Board for Community College Education
ORIGINAL REQUEST	Assist with developing a 1974-75 planning "thrust" for statewide funding of "target group" programs.
STRATEGY 4.5	Type: Very Active From: 6/73 To: 6/74 Description: Meetings and discussions with SBCCE; presentations and workshops with statewide and regional groups representing "target" populations; research and memoranda, and communications, on planning systems. Rationale: Manner of SBCCE request dictated a very precise and well-developed strategy. Time limits also called for concentrated, "very-active" research/dissemination effort.
COMMENTS	Excellent cooperation and feedback from planners at the state, and also some District levels. Target-group "representatives" were willing to participate in statewide planning effort. Data base for planning was adequate, thanks to previous (1970-72) efforts by OEO project.
EVALUATION 4.9	Combination of administrative support and "grass-roots" participation made successes possible. Creative planning formats could be designed as well as implemented.
REFERENCES	Correspondence with SBCCE/Planning 4/74 to 6/74, with SBCCE Planning memo 23-74.

PROJECT-INITIATED DEMONSTRATIONS

It was in this form of "active" dissemination that we were able to experiment with a variety of levels of strategy, and many different modes from "active" to "passive".

Generally, the more cohesive or localized the group, the higher the "stage" of development we were able to project for producing outcomes (see Appendix on Das-Hannaway model).

Degrees of success were also variable to a great extent. In general, each of the "demonstrations" were quite successful at some particular "stage", although not necessarily at the stage intended by the National Dissemination Project. But significant inertia often developed at other possible "stages" that could have been attained; for example, a targeted client who responded favorably in terms of "awareness" would be especially slow in implementing or planning from his insights.

There was no pattern of success by degree of "localization"; cohesive, small units or local institutions lived up to NDP "expectations" to approximately the same degree as diffuse, national groupings. However, our strategies differed by the kind of group we were dealing with. Also, there appeared to be more independent movement towards developing lines of action in the smaller or cohesive units; but this may have been due to the fact that such changes were more easily discernible.

Our conclusion is that project-initiated disseminations are a very flexible and reliable method for achieving specified dissemination activities, provided these are defined in advance and are consistent with the characteristics of the target client group. But there are less possibilities that "utilization" will proceed beyond the aims of the original dissemination goals, unless target groups are organized to capitalize on such opportunities.

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	NATIONAL: STATEWIDE ADMINISTRATORS	
STRATEGY	Type: Active	**From:** 7/72 **To:** 3/73
	Description Offer information and assistance to Council of State Directors of Community College Systems, especially in areas of information related to statewide concerns.	
1.5	Rationale Since statewide agencies are a major force in shaping state-level fiscal and educational policies, knowledge of concerns on their part will assist processes of change in educational institutions.	
COMMENTS	There is wide variance in titles, degrees of responsibilities, structures, and even powers, between statewide agencies for community colleges. Thus, responses from the group as a whole could not be expected to be uniform. Also, inter-state rivalries could possibly impede a genuine concern for information.	
ASSESSMENT 0.8	Very good response to presentations, and good follow-up in terms of "general" concerns. Not enough interest in specific issues or solutions; a few cases of "referral" to "specialist" subordinates within state agencies.	
REFERENCES	Meetings, discussions with AACJC (Dr. Wilson) set up strategy. Executed through John C. Mundt (Washington State Director); presentation at San Diego Conference (1973). Also see Phase II report on statewide organizational structures.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	STATEWIDE DEMONSTRATION PLANNING (ALASKA)	
STRATEGY	Type: Very Active	From: 9/73 To: 3/74
	Description Promote a statewide effort to motivate planning at 2-year level to meet minority educational needs.	
2.5	Rationale As a comparison, it seemed worthwhile to focus interest on institutions and groups in a well-defined region, and test applicability of dissemination efforts.	
COMMENTS	Problems arose because of variations in the degrees of commitment between Alaskan regions, uncertainty over legislative and college priorities, transitional features of Alaska's economic and educational structure. Useful in generating interest and concern, but difficult to achieve statewide planning because of differences in opinions and priorities.	
ASSESSMENT 1.8	Successful if measured against "lowered expectations", i.e. promoting interest and disseminating information rather than achieving major breakthrough in comprehensive planning.	
REFERENCES	Project and field trip reports by Jan Cardwell on Alaska Demonstration Project; Evaluation report by Dr. Boys.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	INSTITUTIONAL RENEWAL (SEATTLE CENTRAL COMMUNITY COLLEGE)	
STRATEGY	Type: Very Active	From: 10/73 To: 6/74
	Description Assist a community college to secure major funding, plan and execute a strategy for changing its structure to conform to non-traditional urban needs.	
4.5	Rationale Many of the ideas requested by clients, or developed to meet individual needs, need to be tested as a "comprehensive" package, as part of an in-depth effort to work with all levels of a particular institution.	
COMMENTS	This experiment in method proved to be very successful because of leadership shown by institution, willingness to experiment with new ideas, and a top-rate team of "administrative" innovators who worked well with each other and with related agencies. Many NDP ideas were tested, accepted or adapted, and incorporated into college plans. Proximity helped in frequent follow-up.	
ASSESSMENT 4.9	Very successful because of clear aims, good cooperation and commitment on part of institutional leadership.	
REFERENCES	Correspondence with Susan Nelle, Dr. Ellison, Title III proposal (AIDP) 1973-74, and Management/Evaluation Plan, were outcomes of joint efforts.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	NATIONAL-AGENCY "LOBBYING" (NIE, FPSE, OE/HEW)	
STRATEGY	Type: Very Active	From: 6/73 To: 3/74
	Description Promote interest in problems and concerns of 2-year colleges as summarized by NDP, with major federal agencies in charge of post-secondary education.	
0.5	Rationale If results of efforts such as NDP are to have lasting impact, major federal agencies must learn of these results; and our "success" can be measured by the degree to which such recognition is reflected in agency policies.	
COMMENTS	"Climate" in Washington D.C. was highly inimical to responding to NDP information; inter-agency squabbling, fiscal cutbacks, political developments, all contributed to "passivity". Major reports and presentations were successfully disseminated, and acknowledgement usually received. But there was little effort on agencies' part to follow-up, either independently or in cooperation with NDP.	
ASSESSMENT 0.2	No results can be expected at the national-government level through "pure" dissemination unaccompanied by "advocacy" or "pressure."	
REFERENCES	See field trip report to NIE Conference, Boulder, Colorado; correspondence with NIE, Fund, and OE (Marie Martin). Also see reports on "Institutional Research Needs" and "Research/Information Needs," presented to agencies; and NDP/NIE & FPSE prospectii.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	INTER COLLEGE COORDINATION (PSRMAC, WICHE, SCTO GROUP)
STRATEGY	Type: Very Active From: 6/73 To: 6/74
	Description Assist inter-college coordination in key program areas to achieve combined goals by cooperative effort.
2.5	Rationale If several colleges or regions can combine administratively to produce joint plans and implementation procedures, efficiency and optimality of results can be achieved.
COMMENTS	Consortia efforts turned out to be especially successful where voluntarily organized around a "mutual program" (e.g. minority affairs in Pacific N.W., Career Education in Sacramento). Under these circumstances, NDP was able to provide significant help through ideas and methods. Elsewhere, we did not fare so well, especially when it seemed we had to sell the idea of joint planning itself.
ASSESSMENT 2.8	Good results where right pre-conditions (see above) existed.
REFERENCES	See Target Planning Matrix (SBCCE 23-74); PSRMAC Program Audit Report through Southeastern Lab for Higher Education; correspondence with Terry Cline (WICHE), and field trip report on Colorado Springs conference. For Sacramento, see correspondence with Lonna Bloeadau, field trip report.

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	NATIONAL "INTEREST GROUPS" (LA RAZA, B-A COUNCIL, ETC.)
STRATEGY	Type: Neutral From: 3/73 To: 7/73
	Description Office assistance to national "interest groups" such as Task Force de la Raza, Council on Black-American Affairs, etc. with planning and programming ideas and suggestions.
1.5	Rationale Information on innovative programs that fall within the domain of interest-group concerns could assist such groups to develop better strategies, and thereby promote meaningful change.
COMMENTS	With some minor exceptions, "interest groups" proved to be, either too preoccupied with internal organization to deal with issues of substantive content, or too interested in promoting political objectives to evaluate new ideas or methods. Some peripheral interest was expressed on topics which matched special-interest positions as well as concerns.
ASSESSMENT 0.1	A failure as a meaningful exercise in promoting change via dissemination. However, "active" dissemination may have helped (in certain instances) to disarm suspicions or hostility towards all educationally innovative concepts.
REFERENCES	See "Service Group Strategies" (Phase II Plan) for original plans. Most contacts failed to develop beyond talking stage. Council of Black-American Affairs caucus (AACJC) was attended and supported.

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	NATIONAL: STATEWIDE VOCATIONAL DIRECTORS	
STRATEGY 2.5	Type: Active	From: 2/73 To: 6/73
	Description Offer specific planning format and models to Statewide Vocational Directors, especially in Career Ed. planning and long-range forecasting.	
	Rationale Statewide Vocational Directors are, in title, the responsible officials for comprehensive Career Ed. planning.	
COMMENTS	Considerable opposition was expressed to many of the more controversial ideas developed by Dr. Cleff (on long-range forecasting) and statewide planning. But several persons expressed individual interest, after workshop presentation. These persons could then be followed up, with specialized reports and Career Education materials.	
ASSESSMENT 1.7	Not very successful as a group presentation, but the secondary interest generated by the approach might suggest this as a useful "preliminary" strategy. Note that, unlike State Community College Directors, this group had grounding in program details of the topics presented, as well as administrative roles.	
REFERENCES	See "New Orleans Conference of Statewide Voc-Ed Directors" (Francoise Maxie's correspondence, records) also Maxie's follow-up paper on "Long-Range Forecasting", letters, etc .	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	NATIONAL: POLL/RESEARCH PROBE	
STRATEGY	Type: Active	From: 11/73 To: 3/73
	Description Develop profile of interests from national list of clients; produce research data tailored to interests indicated by national poll.	
4.5	Rationale "Passive" responses of national clients can be developed by focussed questionnaire, to show what their major interests are. Information can then be developed to meet clients' real needs.	
COMMENTS	Most clients seemed to prefer this approach; while very few actively requested information, they were willing to indicate choices of topic. The high level of response made it possible to specify topics and approaches in sufficient detail to enable a task-force of consultants to produce some very good papers in a short time.	
ASSESSMENT 4.9	Very successful in all respects.	
REFERENCES	See original letter and poll questionnaire report on poll ("Research/Information Needs"), correspondence with WSU 1/74 to 5/74 to develop topics from poll.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

ITLE	LOCAL MOTIVATION STRATEGY: FACULTY, DEPARTMENTS, ETC.	
STRATEGY	Type: Very Active	From: 9/73 To: 3/74
	Description Attempt to motivate designated groups in campus or institutional setting, to try new ideas or improve basic approaches to innovation.	
0.5	Rationale The common interest of particular groups, such as faculty, are maximized in a given institutional setting; "targeted" effort at providing information can be designed and followed up later by institution.	
OMMENTS	A variety of different groups were tackled by this approach. In all cases, there was top-level support (however tacit) for presentation and follow-up. Basic issues could therefore be pinned down, and probed in depth.	
SSESSMENT 2.5	Very successful where tried, but undoubtedly influenced by the favorable context (i.e. administrative support, preliminary and post-dissemination activities) in which they occurred.	
EFERENCES	See field trip report to San Diego (Grossmont Community College), and Glendive, Montana (Dawson College) on faculty motivation; Illinois on student involvement (Statewide), Los Angeles for community-action staffers, Seattle Community College on integrated faculty/staff/student approaches; correspondence with statewide women's program and veteran's coordinators.	

SPECIAL DISSEMINATION STRATEGIES: DEMONSTRATIONS

TITLE	STATE LEVEL PLANNING & COORDINATION: WASHINGTON STATE BOARD	
STRATEGY	Type: Very Active	From: 3/74 To: 7/74
	Description Help a State Board to develop a comprehensive planning system to address newly-defined program needs, and define and solve all related implementation problems.	
2.5	Rationale Planning and executing change at the State level requires experiments with ideas, implementation methods, inter-institutio relationships, and community participation as well as systematic programming. Thus, this method can provide valuable lessons for statewide reform.	
COMMENTS	Excellent cooperation was received from state-level planners afte long period of non-interest; this "breakthrough" enabled work to proceed. Other sectors of the state's community college system could be drawn in quickly, following leadership at state planning level.	
ASSESSMENT 3.9	Very successful after unexpected "breakthrough" (see above); good concepts and methods were developed and applied, to produce major segment of state's 1975-77 planning system.	
REFERENCES	See correspondence with Terrey, Bassett, and Mundt, Washington SBCCE, 4/74 to 7/74; "Target Planning Matrix," SBCCE memo 23-74. Compare with "Tactical Planning Report," D. Carlson 1/73 which proved abortive.	

SUBJECT-CENTERED STRATEGIES

We have selected eight major subject areas in which subject-centered strategies were attempted by the National Dissemination Project.

A mix of active and passive modes was attempted in subject-centered approaches.

Generally, subject-centered strategies were aimed at producing "information", i.e. acquainting people with the facts that would assist them to produce required outcomes. In this attempt, the accomplishments can be rated as about "par"; generally, information was conveyed and received with interest, and our "second-round" efforts produced refinements of client interest within topic areas.

Success in promoting planning and action in the key subject areas turned out to be limited, even with the constraints imposed on the project. In several cases, such as Career Education, resistance to "ideas" was encountered; in others, the ideas had not been developed fully to assist applicability. There were isolated exceptions where ideas led to program planning, but these proved the rule.

Our conclusion is that subject-centered strategies are good for promoting dialog and exchange of ideas, but do not lead to implementation without generating controversies. Thus, subject-centered dissemination efforts are primarily useful for generating public concern and interest, but implementation remains very much a local option.

SPECIAL DISSEMINATION STRATEGIES: **SUBJECT-CENTERED**

TOPIC	INDIVIDUALIZED INSTRUCTION: METHODS AND EVALUATION
STRATEGY	Type: Passive/Active/very active From: 2/73 To: 6/74
	Description 1. Reports on examples of model programs, followed by poll, then subsequent reports on specific issues. 2. Selected "active" dissemination efforts.
1.5	rationale Initial reports summarized national OEO-project experiences. Degree of interest shown could then pinpoint specific needs for follow-up reports.
COMMENTS	Initial assessment turned up certain isolated examples of innovative educational practices. Subsequent reports drew on interest generated by early reports.
ASSESSMENT 1.8	High quality and specificity achieved in research as a result of poll strategy identifying specific topics. Also high participation in topic and report requests.
REFERENCES	See Academic Planning goals, objectives and NDP matrix evaluation for significance of area. First-round report, R. Hobbs (Academic Planning for the Minority/Disadvantaged Student: Three Models for Change), 1973 (ERIC ED 077 491). Several "third-round" reports touch on different aspects of topic.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

OPIC EDUCATIONAL SERVICES: DISADVANTAGED, NON-TRADITIONAL ETC.

STRATEGY Type: Passive/active From: 2/73 To: 6/74

Description

1. Reports on Recruiting and Support Services;
2. Subsequent shift into comprehensive planning for educational services.
3. "Active" dissemination based on this shift.

Rationale

1.5 Educational services for non-traditional/disadvantaged students is a very well-known area. It was only when "comprehensive systems" were discussed that really new information could be offered.

COMMENTS The Educational Services area was very popular with clients, but very little new information could be developed out of our initial assessment of OEO-related projects. But the change in emphasis led to new directions and topics.

SSESSMENT A need exists for very sophisticated systems for planning and evaluating educational/support services. We were only partially able to meet these needs, and then only after redefining our goals in this area.

1.3

EFERENCES See Education Services Goals, objectives and NDP Matrix evaluation (Phase I report) Also (Recruiting: Making the Open Door a Reality) (Pio DeCano), (Remedial Programs: are they the Panacea or the Problem?) (Maria del Carmen Puig-Casauranc), Los Angeles "New Directions Program" (Ron Dyste). The later reports arose out of special investigation. Also field trip to Los Angeles (7/74) for applying evaluative tools.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

TOPIC	CAREER EDUCATION PLANNING		
STRATEGY	Type: Passive/active/very active	From: 2/73	To: 6/74
	Description 1. Reports on Career Ed. concepts and planning for statewide implementation. 2. Special subsequent reports on Job Development and implementation. 3. "Active" promotion of Career Ed. in different forums.		
2.5	rationale Systematic career-ed planning information proved difficult to obtain. So initial reports had to be based on planning activities and ideas. This led to advocating Career-Ed planning in "active" ways, and preparing special reports for selected areas of concern.		
COMMENTS	Wide disagreement was found over basic concepts, not to mention procedures and commitments. Thus the acceptability of ideas developed by the National Dissemination Project was severely limited by institutional factors. The ideas, however, attracted interest, and the possibility of adoption after a "time-lag" remains possible.		
ASSESSMENT 0.5	Successful in generating a new set of ideas which could be applied at a later date. But generally, we were "ahead of the times"; "active" efforts proved that full commitment to Career Education is some years away.		
REFERENCES	See F. Maxie's reports (Career Education: Toward a Model for Statewide Planning.) and (Career Education: Concepts Components, and Planning). Also see (Job Development: What it is and How to Implement It) and (A Guide for Planning and Implementing Career Education Programs in the Community Colleges).		

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

OPIC LONG-RANGE OCCUPATIONAL FORECASTING

STRATEGY Type: Passive/medium/active **From**: 12/72 **To**: 2/74

Description

1. Development of sophisticated stochastic forecasting model with 10-year planning horizon;
2. Dissemination of reports, and active presentation to selected client groups.

rationale

Fundamental research was needed for the topic. This was accomplished with OEO-sponsored Manpower specialists. The need then was to interest clients in testing or applying the model.

2.5

COMMENTS

Similar to "Career Education Planning"; good deal of interest but institutional problems came in the way of actually testing or implementing the model. Difficulties arose prior to conducting tests; apparently, resistance was to what the approach would involve, not whether it worked.

SSESSMENT

Similar to "Career Education Planning".

0.3

EFERENCES

"A Linear Stochastic Estimation Model for Occupational Training Needs," (F. Engel and S. Cleff) produced for NDP. Dissemination attempts are covered in correspondence and field trip reports.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT CENTERED

TOPIC	ACCOUNTABILITY: COST-BENEFIT AND PRIORITIZATION
STRATEGY	**Type**: Passive/Active From: 1/73 To: 6/74
	Description 1. Development and dissemination of reports on Cost-Benefit as applied to non-traditional programs. 2. Active assistance to several clients with cost-benefit and prioritization techniques.
1.5	rationale Need for information in this area is great; but basic ideas and methods have to be developed before any meaningful applications can be considered. "Active" strategies can therefore be experimental or demonstrational.
COMMENTS	Some highly original concepts and methodologies were developed out of OEO project experiences, and reports were issued to clients. Success in "active" dissemination was high in experimental/demonstration settings only, and institutional problems arose when larger applications were considered.
ASSESSMENT 1.7	High for development of new concepts and ideas. Restricted role in application and testing.
REFERENCES	See correspondence with Dr. Hoffman (Montana) on accountability. Also, "Cost Benefit Analysis: Non-traditional education for the Disadvantaged" (C. Parker). Target Planning Matrix (SBCCE 23-74) also contains ideas on accountability. PSRMAC Audit report 1973 and Workshops 1972-73 also deal with accountability, also "Six-Year Plan: Relevance Matrix Techniques" (D.I. Das, 1973

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

TOPIC "NEEDS ASSESSMENT" FOR PROGRAM PLANNING

STRATEGY

Type: Active

From: 6/72 To: 6/74

Description

1. Development and testing of new concepts and methods at different institutional levels.

2. Dissemination of materials, and selected "testing" in different contexts.

rationale

Need for effective community participation is the most important issue for assessing educational needs. Methods have to be developed which "work" in securing participation, yet produce administratively useful results.

1.5

COMMENTS

During Active Dissemination, a variety of problems was encountered with community participation, and different solutions had to be tried. Successes and failures in making these adaptations contributed to experience gained by the National Dissemination Project.

ASSESSMENT

Key concepts were developed and applied with varying degrees of success; degrees were dependent on community's or college's willingness to try new assessment techniques.

2.4

REFERENCES

Alaska Demonstration Project report, California State Disadvantaged Thrust report, deal with NDP experiments with carrying out needs assessment. Also covered in other institutional field trips.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

TOPIC	"REMEDIAL" PROGRAMMING AND ATTRITION ISSUES
STRATEGY	Type: Passive/medium — From: 2/73 To: 6/74
	Description 1. Preliminary reports on recruitment and support problems. 2. Second-round reports on remedial programs and attrition issues based on national poll.
1.5	rationale This is an area of widespread national concern, and much information exists on problems and attempted solutions. Development of resource data and information on key issues and circulation seemed "optimal" strategy.
COMMENTS	Range of specific problems covered by this area proved to be too wide for focused, "active" dissemination. Much interest was generated by more "passive" forms of reporting and communication.
ASSESSMENT 1.8	High degree of concern and interest, supplemented by Project reports and polls. Not much opportunity to pursue active strategies.
REFERENCES	See "Remedial Programs: Are they the Panacea or the Problem?" (M. Puig-Casauranc), "Recruiting: The Problem of Attrition" (Janice B. Marchbanks). Over 100 client requests dealt with this area.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

TOPIC	CONSORTIUM-TYPE ORGANIZATIONS FOR EFFECTIVE PROGRAMMING
STRATEGY 1.5	Type: Medium/Active From: 6/72 To: 6/74 Description Active consultance and planning/research support for selected consortia; efforts to promote consortium-type planning in other areas of activity, and other locations. rationale Because effectiveness and coordinating are the "selling points" for Consortium-type activity, our experiences with the Puget Sound Consortium needed to be further developed, and results transmitted to other locations.
COMMENTS	Adverse federal reaction to Consortia (esp. Title III) because of past abuses led to fund cutbacks and thus less national interest in promoting consortia. There has been a recent renewal of interest nationally, but mostly in high-specialized areas or concerns (e.g. data-processing).
ASSESSMENT 1.3	Low interest level prevented general dissemination. But specific locations were assisted to develop applications of Consortium techniques.
REFERENCES	See PSRMAC Audit, Southeastern Higher Education Lab 1973, and correspondence with Dr. Krystal. Also see analysis in reports on Mountain States Consortium (D. Carlson, D.K. Das), 1973.

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

TOPIC	COMMUNICATION AND INFORMATION NEEDS/SYSTEM	
STRATEGY	Type: Medium/active	From: 12/73 To: 4/74
	Description 1. Correspondence built up to national poll on needs for information on innovative programs. 2. Dissemination of report to federal, national agencies.	
0.5	Rationale Need to obtain a national profile for 2-year college information requirements, so as to plan broad dissemination strategies. Reports on such needs, it was felt, would help federal and national agencies to serve 2-year colleges.	
COMMENTS	Exceptionally good results were obtained from correspondence that led to National Poll; 75% of persons expressing interest identified specific topics. But even a very "active" effort failed to yield significant results from federal and national agencies.	
ASSESSMENT 0.1	Successful as assessment; failure in obtaining results at national level. Degree of unconcern of major agencies defied attempts at "active" dissemination.	
REFERENCES	See "Research/Information Needs for Program Innovation in Community College Education", National Dissemination Project, 1974.	

SPECIAL DISSEMINATION STRATEGIES: SUBJECT-CENTERED

OPIC	NEW-LEARNER PROGRAMS AND CONCERNS	
STRATEGY	Type: passive/medium	From: 12/73 To: 6/74
	Description 1. Preparation and distribution of files, reports, etc. on aspects of planning, programming for new learners. 2. "Active" efforts to interest agencies, institutions in different aspects of new-learners problems.	
1.3	Rationale The "new-learners" issue developed as a major topic for national concern, half-way through the National Dissemination Project. The gathering of information, and follow-up activity, was therefore on "contingency" basis.	
OMMENTS	Incidentally treated in many of the early reports, this topic was finally treated comprehensively in NDP's third round report. Successful experiments assisted by NDP, were begun in the Seattle area around "new-learner" strategies and planning.	
SSESSMENT 1.7	Good information and useful planning techniques developed, although late; "active" mode was tried locally, with promising results.	
EFERENCES	See "The New Learners and the Community College" (June H. Davis).	

A REVIEW OF PROJECT METHODS

In this section, we will attempt to review some of the methods used by the National Dissemination Project to promote the utilization of ideas.

1. WORKSHOPS were organized in two ways (a) formally, i.e. with pre-arranged participation and agendas, usually following pre-planning by telephone and correspondence, (b) informally, i.e. developed on an ad hoc basis, around on-site visits by National Dissemination Project Staff.

On balance, our formal workshops were somewhat less successful than our informal ones. In some cases, pre-planning by the Project or by client groups had not been sufficient to achieve a clear "consensus" on objectives and disappointments or frustrations were experienced. In others, participants arrived with "hidden agendas" that undermined the success of the workshop. Where formal workshops succeeded, there had been planning and preparation by the client-group, client expectations were realistic, and client commitment was high. Further, all these points were known in sufficient detail for the National Dissemination Project to plan effective strategies.

Informal workshops--or more accurately, work-sessions--often developed successfully around open-ended "on-site" visits. (See Appendix A: Los Angeles City College). Participants tended to be "volunteers," with experience in working together, and with common purposes of sharing ideas defined by the ad hoc sessions. Thus, pre-conditions for success were built into the informal workshops that contributed to their success. Where informal workshops failed in achieving significant results, it was because the client groups had organizational or structural characteristics that prevented them from working together as well as they said they wanted to.

As a dissemination instrument, therefore, the formal workshop may be of dubious value, particularly when its expenses are considered; the degree of useful communication may be limited by factors that are impossible to pre-plan or control. This very characteristic, however, works to the advantage of informal workshops developed around a planned "on-site" visit; their "ad hoc" nature seems to lead to self-selection of participants with characteristics that ensure success, and (given this participation) the greater freedom of discourse that informality provides.

2. TELEPHONE CALLS were used in a variety of ways, at different stages of the National Dissemination Project.

In the initial stages, we used the telephone to follow-up on correspondence (see next section), and also to discuss and plan other activities. Later, telephones were used to deal with inquiries and requires for information from "clients". In a few cases, all dissemination activity was conducted via phone, from client inquiry to project response.

As a supplementary device, the telephone was very useful, and contributed significantly to the successes of non-telephone dissemination. However, it was less useful as an "independent" dissemination tool. Except in a few cases, neither sufficient nor specific information could be supplied via telephone; referrals were possible, but required prior knowledge of client needs as well as "referees'" capabilities. Telephone calls did generate "interest" where no prior contact had existed, but accomplishments required follow-up by other means.

Except as a limited referral device, therefore, the telephone does not appear to be a useful instrument when used independently for dissemination. However, its usefulness increases when used to supplement, expedite or follow up on other clearly-defined dissemination methods.

3. CORRESPONDENCE was also used in many different ways; to initiate strategies, determine client interest, and to answer clients' questions.

The following kinds of letters can be identified: (1) Mass mailings which went to all members of a specified target group; (2) "Targetted" letters which were directed to specified sub-groups within larger groupings; (3) individual letters to specific clients or agencies. As the Project progressed, correspondence strategies shifted away from (1), towards (2) and (3), reflecting the greater specificity of dissemination activities.

With some notable exceptions, the more generalized the mailing, the more successful it was in attaining stated goals. Rates of response from mass mailings exceeded our projections, while "targetted" letters to sub-groups failed to produce any special response. "Individualized" correspondence proved successful on some occasions, but failed in others to produce meaningful results.

Dissemination by correspondence seems to work well in achieving lower-order dissemination goals on a mass basis, e.g. identifying "interested" clients, polling them for their interests, or distributing prepared reports. When "targetting" is tried as a way to create specialized kinds of dissemination within identified sub-groups (See Appendix A), the results are disappointing; and, with individualized correspondence, results depend heavily on whether corresponding clients are capable of identifying their needs, and using dissemination results, within their institutions.

4. REPORTS AND STUDIES were prepared in three ways (a) from OEO-project-related materials, by Project specialists, (b) on supplementary topics, as suggested by Project staff, (c) based on national polls, analyzed and redefined for consultants.

The level of detail, and technicality, was carefully revised by representatives of OEO-projects elsewhere in the nation. The style of the initial reports was, therefore, achieved by consensus; the most effective dissemination report, it was felt, would be one that had a minimum of technicality and a high degree of application (by providing examples and case-studies).

Later reports went into more detail, and were also more technical. They were also based, to a greater degree, on client input.

Dissemination by report proved to be a very successful method. 15% of all community colleges asked for the initial reports--a very high number, considering the restricted range of topics that could be covered. About 75% of the original "requesting" clients became "permanent," i.e. asked for further reports, identified new topics, responded to national polls, etc. Moreover, the interaction between us and the clients was not "passive"; we were able to build upon the initial series and develop, through the reporting procedure, sequences of further topics.

While the "reporting" mode of dissemination could be viewed as a process--i.e. reports leading to more and better reports--it required a very unusual role on our part.

We found that clients were far more willing to *choose*, than to *suggest*, topics on which they would like information through reports.

Of the original list of clients who requested reports, only a few responded to an open-ended question on what kinds of information they would like. Yet, as indicated, 75% choose to ask for new reports, or respond to a poll on "suggested" topics; and *the number which added their own "suggestions" was much larger than those who had previously indicated a need for "new" information*.

Possible reasons for this behavior are analyzed in a separate report ("Tactical Dissemination: A Study of National Dissemination Project Findings on Knowledge Utilization"). For present purposes we need to note only that dissemination by written report can be a successful on-going process only if an active effort is being maintained to monitor, and project, a client-group's on-going information needs. Nor can this be a one-shot "needs assessment"; a continuous marketing strategy is required, to "test" new forms in which reports can be conveniently packaged, and specific "open sets" of choices should be offered the client to choose between, or add to.

5. DATA COLLECTION AND TRANSMISSION proved to be one of the least workable methods of dissemination. We attempted to gather basic data on programs, services, etc. from the OEO project states, but this task proved to be very difficult, and expensive. There also appeared to be little use for the data we did manage to gather, at least for purposes of program improvement through dissemination. Some limited use was made of already-collated data, as illustrative examples of ideas.

Our conclusion is that data-gathering and transmission is probably one of the least useful, and most expensive, methods of promoting innovation through dissemination. At best, it provides justification or substantiation for ideas communicated better by other modes. At worst, it provides figures that are impressive but useless in any operational sense. In both cases, moreover, the costs of gathering and storing data are prohibitive; and there is a lot of "bad" or "inadequate" data which can be harmful, not beneficial, if used in a dissemination process. Great care should therefore be exercised in using data-transmission as a dissemination strategy.

6. ORIGINAL CONCEPTS, MODELS OR SYSTEMS--i.e. those developed by the National Dissemination Project for dissemination through different modes--produced variable results; generally, some high levels of interest were generated, but so were arguments and controversies.

A long-range forecasting model (the Cleff-Engel) attracted high interest, but its complexities and controversial qualities led to many time-consuming arguments--especially with institutions that felt threatened by its implications. The Relevance Matrix technique, a method for prioritizing goals and objectives by a group participating in decision-making, attracted interest wherever it was tried, but had to be adapted to local contexts and was sometimes questioned by those who didn't "buy" its procedures. Ideas developed in other OEO projects--the EDT concept of North Carolina, Vermont's competency-based contract, Florida's Needs Assessment format--were suggested and used in some cases, but usually at the instigation of the Project, as "examples."

The promotion of major innovative systems may be unsuitable for dissemination processes, unless a few key systems or concepts are selected, and the dissemination task is re-defined as one of promotion and adoption by others. Under these circumstances, it might help to be operating with the assistance of "hidden persuaders", such as federal requirements, financial crisis, or funding "carrots." The "success" of the complex NCHEMS/model and the accompanying HEGIS taxonomy in higher education, for example could be attributed to federal sponsorship and mandates. While complex changes can be produced under these pressures, it is unlikely that this kind of dissemination could then be considered to be much more than a device to make such imperatives acceptable.

Our premise is that "dissemination" should deal with the communication and use of ideas, rather than with propaganda for particular viewpoints, or accumulation of "ready-access" data. The reasons for such a premise cannot be fully explored here, but, given such a premise, the methods of dissemination reviewed here can be compared.

It appears that the most successful ones are those where a "disseminator" plays a crucial and sensitive, though non-technical, role. He is needed to guide "informal" workshops to success; to use the telephone as a "creative" supplement, to undertake individualized correspondence, to promote a continuing marketing strategy, and to adapt (where possible) complex concepts and models to local needs.

Thus, the success or failure of different methods of dissemination can be used to define the best dissemination function, and the characteristics of the ideal disseminator. Hopefully, our experiences have contributed to such definitions.

THE NATIONAL DISSEMINATION PROJECT:
A CONCLUSION

A review of the accomplishments of the National Dissemination Project is best made in the context of doubts expressed about its feasibility before it was approved.

It was believed, for example, that the twin task of extracting ideas from a wealth of unrelated experiences, and communicating them to clients who would ask to use them, was an "impossible" one. Simply put, there was no precedent for such a national-level effort. Those who believed that the idea was theoretically possible, still questioned whether the degree of projected coverage could be accomplished for less than $1 or $2 million; these, in fact, were the "ball-park" figures submitted to federal agencies for similar projects. There were doubts about the accessibility of information for "experience retrieval", and about promoting user interest while information was still raw and unprocessed. Finally, it was questioned whether a state agency was equipped to undertake such a major national project; whether, in other words, only a major federal agency could be entrusted with such an assignment.

For these reasons, the National Dissemination Project was both an experiment and an active project. It was designed so that, even if the actual process of dissemination proved to be a failure (as many expected), something could be learned from it.

It is against these expectations that the accomplishments of the National Dissemination Project must be measured.

The budget for the Project was about $200,000. over two years, or about 10% of what others had considered feasible for its scope. With these resources, the following was accomplished:

1. Visits were made to over 150 colleges in 20 states to learn about new ideas and experiences.
2. 20 major reports covering different aspects of post-secondary education were published, and distributed nationally.
3. About 2000 unit "acts of dissemination"--a specific response to a particular client request--were completed. These ranged all the way from "passive" (e.g. sending a prepared report requested by a client) to "active" (e.g. holding workshops to plan or implement client strategies).
4. We were actively associated with on-going planning, programming, or evaluation at different levels (state, local, regional, multi-institutional) in several states--Washington, California, Vermont, Montana, Florida, Alaska, Illinois, Georgia, Colorado.
5. Several major concepts and methods were developed out of Project experiences, and their use in dissemination constituted "field-tests" on their applicability.
6. Two national studies on community-college research and information needs were conducted and distributed to relevant federal agencies.
7. A strategy for seeking and finding users of innovational information was successfully tested, and yielded a "permanent" list of voluntary users from all 50 states.

If these accomplishments are measured against the projections made half-way through the Project (at the beginning of Phase II), most of our targets have been met. If compared against the initial doubts surrounding the feasibility of "national dissemination", the record is particularly impressive; we appear to have proved that it can work far better, and with far lower levels of overall expenditure, if the right methods are used.

Viewed as an experiment, the National Dissemination Project has succeeded in demonstrating that information can be retrieved from an unrelated array of projects across the country, and communicated effectively to users; and it has provided insights on the ways that work (as well as the ones which do not). The way is now open for similar efforts in other major national areas--Health, Secondary Education, Community Development are examples--utilizing the experiences of the National Dissemination Project.

Clearly, dissemination--local, regional or national-- is no panacea for the solution of national problems, or the curing of social ills. Yet it is an essential ingredient for any national undertaking which requires understanding and execution at state, local and other levels and institutional settings. Thus, the long-range implications of the National Dissemination Project could prove to be more far-reaching than the accomplishment of its immediate objectives. We may find we have acquired a basic understanding of the processes of social change--and, along with it, an assurance that change can be promoted in a free society through dialog, in a way that reconciled local aspirations with national needs.

APPENDIX A

DISSEMINATION CASE STUDIES:

1. Los Angeles City College
2. Dawson Community College, Montana
3. Washington State Target Planning
4. Client-Centered Research Reports
5. "Targetted" Letters for Assistance

In this section, we have included reports, letters, and documents which illustrate the various modes of dissemination which are the topic of this report. They span the dissemination spectrum from the quite passive to the very active, but they have one element in common: they are all client-centered, and address themselves to specific client-defined needs. The following four case studies are included:

1. Los Angeles City College, California. The strategy developed is an example of "very active" dissemination, where "outcomes" were developed as part of the process of communication. None of the goals had been projected in advance; prior to the field trip, there had been an open-ended commitment to explore all avenues where consultation could be useful. As the field trip report indicates, given the right circumstances (which include an informed "change agent" in the appropriate role), a wide range of options can be explored and implemented. (pp. A-4 through A-8).

2. Dawson Community College, Montana. Dawson provides an example of a strategy in which written communications, rather than workshops, provided the major impetus in dissemination activity. The selected correspondence included in this appendix illustrates how successive letters provided further clarification of possible results and outcomes. (pp. A-9 through A-26).

3. Washington State Target Planning. In this instance, the National Dissemination Project initiated steps to assist a particular type of client--in this case a state agency--with planning activities. The documents included here present different steps of the process, and one of the final outcomes of our activity, a Target Planning Matrix. (pp. A-22 through A-44).

4. Client-Centered Research Reports. The Project undertook, in the fall of 1973, an assessment of national interests in research reports. A poll was distributed, and on the basic of poll results, specific reports prepared at Washington State University. This strategy illustrates the more passive mode of determining client interests, and then developing topics on which relevant research can be assessed in meeting information needs. The documents included here illustrate the various stages in the process of interest identification and need-matching. (pp. A-44 through A-53).

5. "Targetted" Letter for Assistance. While reports were prepared on topics most often identified in the poll, it was felt that an effort should also be made to provide some assistance to those poll responders who identified needs on which reports were not prepared. Consequently, five form letters were prepared which offered specific assistance to those who had expressed an interest in urban education, consortium plannin methods, statewide demonstration projects, penal reform, and bilingual education--topics not covered in the new round of reports. (pp. A -54 through A-58).

Response to these aggressive letters was minimal, perhaps because they required positive commitments to explore new ideas on a personal basis. Clients may have been more responsive to reports prepared on these topics, since this is originally what they had requested in the poll.

LOS ANGELES CITY COLLEGE:
AN EXAMPLE OF "VERY ACTIVE" DISSEMINATION

FIELD TRIP REPORT

LOS ANGELES CITY COLLEGE

by: Deb K. Das

April 22-24, 1974

SUMMARY

The purpose of my visit to Los Angeles was to assist the Los Angeles City College with planning and developing a comprehensive system for coordinating and delivering community-service programs to the Greater Los Angeles Area.

Over two days of discussions and work sessions, the following objectives were achieved:

1. OVERALL PLANNING SYSTEMS: After an initial presentation of the Relevance Matrix approach, an adaptation to Los Angeles Community Services was developed and trial matrices were constructed and created for 1974-75.

2. JOB STANDARDIZATION: I participated in a workshop where the issue of standardizing community-action jobs to meet state personnel classifications was defined and tentatively resolved.

3. EVALUATION SYSTEMS: A series of concepts and models for evaluating different aspects of community service activities was defined and developed by staff discussions. Strategies for testing the appropriateness of different evaluation methods were also agreed upon.

4. COST BENEFIT RATIOS: Ways for linking programmatic evaluation methods to cost-benefit models were suggested, and a cost-benefit model for L.A. Community Services was proposed and tentatively defined.

In general, the two days of intensive activity produced a basic plan format and implementation/evaluation strategies for Community Service activities in Los Angeles. The design for the format, and strategies for implementing it, were considered to be of national significance, as a possible model for efficient allocation of institutional resources to serve community needs.

DESCRIPTION OF PROBLEM

Los Angeles City College is one of the largest community colleges in the country, with a h/c enrollment of around 33,000. It has a very cosmopolitan enrollment; about 28% white, 20% Black, 25% Chicano, and the rest a mixture of other minorities and foreign students.

The college also is one of the few in the nation which has been operating for 2 years with a "hard-money" Community Service Budget. This budget allocation of $200,000 to $300,000 was made available as a result of community political pressures, and has continued to be allocated. However, pressure is now being felt to provide accountability, and to achieve alignment and parity with "regular" community college programming.

Because of its history, The Community Services program has been free-form and experimental, with five separate divisions enjoying relative autonomy in hiring and program activities. The need to develop standard procedures is threatening this autonomy, and hiring/staffing policies to carry out Community Service programs.

I was invited to review the rationale of Community Service programs, and to suggest (i) procedures for better coordination and planning (ii) systems by which all Community Service work would be compared and evaluated.

The specific accomplishments, under different headings, are listed below.

1. PLANNING

In a series of seminars and discussions, the idea of using Relevance Matrix planning was presented. The staff responded eagerly, and proceeded to construct trial matrices for their own activities.

A major adaptation to the Matrix made by the team was that they substituted "purposes" for "goals" in the top tier of the Matrix, and replaced "objectives" with "program goals." This change was necessary, it was felt, because Community Service activity required this broader definition in terms of human aspirations, rather than strict programming titles. This was an improvement for the area, and the modification should be tried for other "open" service areas.

2. JOB STANDARDIZATION

Because of the nature of Community Service activities, there had been a previous reliance on para-professionals and other staff people who had "life" experiences, but not the academic credentials.

The State Civil Service Board, as well as the District Education personnel staff, had been putting pressure on the Community Service people to "re-classify" these positions. The problem was that many persons would lose their jobs if a standard college classification was adopted, and there was no guarantee that new staff persons who possessed the "right" credentials could do the job better (or, even, as well) as the incumbents.

In a series of hard bargaining sessions with State and District personnel, a "model" system was hammered out which met both objectives.

Briefly, the solution was a "special" classification for Community Service personnel, with a 3-year phasing schedule which would bring these jobs into line with specified institutional levels. The strategy for the 3-year period was to consist of (a) necessary re-training for which funds would be available (b) a re-alignment of classification systems for both "standard" and "special" levels to gradually produce parity at essential points.

This was a "landmark" solution that might be applied in other situations, especially outside California.

3. EVALUATION

Six different types of evaluation models were proposed for different Community Service areas.

Optional strategies were devised by which it could be decided whether one or other evaluation mode was relevant.

The staffing and organization necessary to experiment with evaluation modes was discussed, and tentative agreement was reached that at least one part-time evaluator for all community service activities would be needed.

4. COST-BENEFIT

Ways of computing costs for providing Community Service activities were discussed, and staff agreement was reached on the ways in which fixed, semi-variable and variable costs should be assigned.

On the benefit side, a variation of the Knoell-McIntyre method, using "observable" results weighted by the priorities developed from the Relevance Matrix, was agreed to be the most suitable approach.

A full-scale projection of expected benefits against costs will be attempted in late June 1974.

PERSONS MET

The staff persons with whom most of the above work was accomplished consisted of: Ron Segovia-Dyste, Robin Baltuch, Rick Iwata, Linda Halfon, Dr. Claude Ware. In addition, there was participation with the State and District personnel representatives (topic II). and with students and staff members of the L.A. City College Community Services and the Financial Aids Office.

CONCLUSIONS

This was one of the most successful acts of "Active" Dissemination undertaken by the National Dissemination Project. The number of separate Goals achieved, and results accomplished, would normally require a week or two of hard work and exceptionally favorable circumstances.

The major ingredient of success was the existence in the L.A. City College of a highly motivated, well-organized team of persons, numbering 10 to 15, who were both fully aware of their project capabilities and responsibilities and sufficiently "evaluative" to accept new ideas and adapt them to their own purposes.

Another major factor was the existence of "hard moneys," in whatever limited amount, that had been committed by prior state policy; therefore discussions could take place on what to do, rather than how to obtain funds. We were in the position of advising the L.A. staff about specific problems, rather than telling them (repeatedly) that we were not a "source of funds." This allowed us to get down to brass tacks, and worthwhile activities could be pursued.

DAWSON COMMUNITY COLLEGE:
ON-GOING DISSEMINATION THROUGH CORRESPONDENCE

Dawson College
TELEPHONE (406) 365-3396 300 COLLEGE DRIVE
GLENDIVE, MONTANA 59330

JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE PRESIDENT

August 6, 19

REC'D AUG 8

Deb Das, Director
Research & Planning Project
Washington State Bd. for Comm. Colleges
2722 East Lake Avenue East
Seattle, WA 98102

Dear Mr. Das:

Your contribution at our meeting at the Holton Inn, Teton Village, Jackson Hole, Wyoming was well accepted and appreciated.

I hope you have passed the names of the persons to contact on to Terry Cline, concerning continuing our Special Services Indian Program at Dawson College, Glendive, MT.

This help is very much appreciated and hopefully will be of consequence in resolving this from rejection to acceptance.

Further the National Dessimination of Innovative Practices in Community Colleges Project you identified, gave me an idea that will be of extreme value to our faculty in our pre-fall quarter teacher orientation sessions, namely the newest and best teaching techniques and learning strategies being used in our community colleges.

Could you help us in this area of concern for the fall orientation on Thursday, September 13th?

I would appreciate hearing from you on this request and whether your group can help us in this area.

Very truly yours,

James Hoffman

James Hoffman
President

JH:crt

Accredited by the Northwest Association of Higher Education

STATE OF WASHINGTON
MINORITY AFFAIRS OFFICE

STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

2722 Eastlake Ave. East
Seattle, Washington 98102
Telephone: (206) 464-7040
SCAN 576-7040

August 24, 1973

Mr. James Hoffman, President
Dawson College
300 College Drive
Glendive, Montana 59330

Dear James:

Thank you for your letter of August 21, 1973.

The reports you asked for are enclosed.

The areas you want us to cover in a presentation are within our scope, and we would be glad to take a crack at it on either of the times you suggested; the earlier time may be the more preferable one. What kind of group do you plan to be at the "receiving end" of our activity? How large a group would this be? Do you want a general exploration of ideas, or should we get into the business of actually designing hypothetical or actual contracts or learning systems, perhaps for selected courses or programs? Depending on the level at which you want us to attack the problem, different approaches may be needed: I could handle a general discussion in an informal group session or workshop, but we may need to bring in specialists to deal with detailed design problems, and (needless to say) some advance work could be needed at the Dawson College end to fully utilize specialists services. Let me know what you want, and I will be happy to suggest the best approach.

Very truly yours,

Deb

Deb K. Das
Project Director

DKD:ma

Enc.

Dawson College
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JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE-PRESIDENT

FILE
Will reply

September 5, 1973

Deb Das, Project Director
Research & Planning Project
State Board for Community College Educ.
State of Washington
2722 Easttake Ave. East
Seattle, Washington 98102

Dear Ms. Das:

I appreciated hearing from you further and receiving copies of the reports I requested.

The group on the receiving end of your activity would be our faculty (30 people) and I would like you to cover in a morning session a general exploration of ideas in learning systems and then in an afternoon session have a specialist help our faculty in the Division of Social and Behavior Sciences actually design contracts or learning systems to fit this area of instruction.

Could this be done on October 22nd or Dec.17th? These two dates appear to present the least conflict with present scheduling and fall classes.

Very truly yours,

James Hoffman

James Hoffman
President

JH/pjb

Accredited by the Northwest Association of Higher Education

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JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE-PRESIDENT

REC'D NOV 29 1973
REC'D NOV [illegible] 1973

November 26, 1973

John C. Mundt
Executive Director
State Board for Community College Educ.
P.O. Box 1766
Olympia, WA 98501

Dear Mr. Mundt:

The visit of Deb Das here was important for several reasons and I want to sincerely thank you for making his trip possible.

Instigating change and convincing a staff that instructional change is needed - apart from the other aspects of the institution that bears on this - was the convincing task accomplished by Deb acting as a catalyst for us.

Isolated as we are from the mainstream of academic life, to be made aware of innovative practices elsewhere in community colleges and their attempts to be in the forefront of service to their students, is not only informative for us, but a stimulus for us as well.

In addition to helping our institution in this respect, the clarification of our mission and unique role in post-secondary education was extremely important as we are involved presently in a state-wide effort ($300,000 - Governor's Blue Ribbon Commission) to study post-secondary education in this state. (6 units university system, 3 private colleges, 5 vo-tech centers and 3 community colleges). Seventeen institutions in a state of 700,000 people to support and keep viable as quality institutions is the problem and the legislative mandate for accountability could determine our future.

I would again like to have Deb visit us but at a more opportune and strategic time preferably before one of the technical committees for commission input, before the entire commission or perhaps a legislative group. I'm thinking here of maximum impact that would be value to the 3 community colleges in this state.

Accredited by the Northwest Association of Higher Education

It would of course again depend on the generosity and support of you and your board and I presume legislators who fund your operation to see the importance and consequences of the continued efforts of Deb Das in this connection.

I am grateful for your help and again want to express my appreciation for making his trip here possible.

Very truly yours,

James Hoffman

James Hoffman
President

JH:crt
cc: Deb Das

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JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE-PRESIDENT

November 26, 1973

Dr. Lawrence K. Pettit
Commissioner of Higher Education
1231 Eleventh Avenue
Helena, MT 59601

Dear Dr. Pettit:

I see that the minutes of the technical group on Independent Higher Education has Dick Jonsen, Assistant Dean, Syracuse University speaking before the full commission Thursday, November 29 on independent colleges and universities.

Might I suggest a similar full commission hearing for Deb Das for community colleges. He is from India, a graduate of the University of Calcutta and has advanced degrees from Cambridge.

His present job is Director of Research & Planning, State Board for Community College Education - State of Washington and Director of the National Dessimination Project to explore innovative practices in our country's community colleges.

He is highly intelligent and an articulate spokesman for community colleges and knows what is going on nation-wide. He would be invaluable in answering any question put to him on the role of community colleges in post-secondary education.

If such a meeting is possible, would you kindly consider this suggestion that would be helpful to the commission's work.

Very truly yours,

James Hoffman
President

JH:crt

P.S. His address is:
Deb Das - Director Research & Planning
State Board for Community College Education
815 N.E. Northgate Way
Seattle, WA 98125

He relates to:
John C. Mundt, Exec. Director
State Bd. for Community Colle
Education - P.O. Box 1766
Olympia, WA 98501

cc: Bill Lannan, George Bousliman, Deb Das

BEST COPY AVAILABLE

STATE OF WASHINGTON
state board for community college [illegible]
RESEARCH & PLANNING PROJECT

December 19, 1973

[illegible]
Seattle, Washington [illegible]
Telephone [illegible]

Mr. James Hoffman
President
Dawson College
300 College Drive
Glendive, Montana 59330

Dear Jim:

After our long telephone conversation, I did receive all the materials you sent. Here are some additional comments that you might find helpful.

a. Distinction between GOALS, OBJECTIVES and TASKS may be necessary somewhere along the line. I'd define a GOAL as an abstract value, which is to be achieved: Happiness, Prosperity, etc. An objective is also general, but has an implicit "measure" term: like "increase in employment," "reduce air-pollution," etc. When people are talking about "goals," they are usually discussing objectives. To get to the "goal" level, simply ask questions like: "what do you want to increase enrollment/employment FOR?" and continue until measure-terms are eliminated.

A task is some specific thing that has to be done in order to meet an objective; for example, expand recruiting budgets to increase enrollment.

The point is that accountability is best defined in terms of performance of specific tasks. This means that the "relevance" and "contingency" of tasks to objectives, and of objectives to goals, may need to be known in order to decide how "important" the task is.

So in addition to comparing the goals/objectives of different groups by relevance and contingency matrices, it may be worthwhile for each group to analyse its own goals/objectives tasks, to determine internal tests of priority and importance.

b. On your Manpower subcommittee, I feel that the answer would be as follows--(1) "all available information" would still have to be clearly inadequate, simply because no one has yet come up with a clear approach on how to plan educational programs against manpower projections; (2) this is clearly the first order of business, but current methods employed by federal and state agencies are so poor that they are little better than guesswork; what's more, the "industrial" methods used are unsatisfactory for most educational purposes; (3) you'd know best, but, judging from (1) and (2), it couldn't be worth much; (4) the strongest recommendation here would be for a full-scale funding of basic research into manpower needs forecasting, and methods/concepts for translating forecasts into educationally useful data, before there is any talk of dissemination. I would estimate a mjor 2-3 year effort, costing the state between $700,000 to $1,000,000., would be needed before any data could be produced that educators could meaningfully use.

If you suggest something along these lines, it may not be necessary for Montana to "re-invent the wheel." In the past two years, some preliminary research has begun into these areas; we are aware of some of them, and could help anyone who needed references or guidelines for setting up this kind of research activity. What I'm afraid of is that few "manpower"people appreciate the hard developmental work needed to improve the quality of information to the point where educators can use it; you have your work cut out for you in getting even such a fundamental point across.

I will contact you as soon as I get back from India, which will be about January 15. Meanwhile, I hope these comments will be of some help.

Very truly yours,

Deb

Deb K. Das
Project Director

DKD:ma

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JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE-PRESIDENT

March 6, 1974

Mr. Deb Das
Project Director, Research & Planning
State Board for Community College Education
815 N.E. Northgate Way
Seattle, WA 98125

Dear Mr. Das:

Here are the materials on manpower planning. Our final report is due March 20th (Notice format sheet #7--A,B, and C, and #8--A and B.).

Enclosed is a committee member list that contains our four charges, my list of manpower materials and comments in regard to those sources, the survey taken of counselors in the state, and a survey of comments from the committee members themselves.

I've used your comments freely and liberally and the idea of a research study will undoubtedly be a final recommendation.

This has thrown a monkey-wrench into the works and caused some sharp words but the inadequacy of materials for planning is clearly evident.

Whatever additional help you can give me prior to March 20th will be appreciated.

There is nothing quite like long-distance input in a project like this to lend a refreshing viewpoint and some solid sense to the whole matter.

Sincerely,

Jim

James Hoffman
President

JH:aj
Enc.

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JAMES HOFFMAN
PRESIDENT
DONALD KETTNER
VICE-PRESIDENT

March 6, 1974

REC'D MAR 6 1974

Mr. Deb Das
Project Director, Research & Planning
State Board for Community College Education
815 N.E. Northgate Way
Seattle, WA 98125

Dear Mr. Das:

This is the material, Deb, on the work of the six sub-committees on accountability. I'm chairman of group # 5.

Notice enclosure in our materials--the two exercises for our group to grapple with. Governance Hierarchy--Design for Feedback and Contingency--Relevancy Matrix exercise you gave me.

Criticism I've received on the latter exercise is that they found it interesting but were not sure of its usefulness. They thought it is too simplistic by just listing two sets of responsibilities at the same time. If you are trying to look at the whole gestalt you must take into account all variables in the matrix--in this case, administration, faculty, students, board, community, politicians, etc. In addition, members feel when we think of the word accountability, we had better simultaneously think of goals or desired results, measurability, and relative priorities.

The whole thing wrong with this business, Deb, as I see it, is the premise we haven't been accountable in the past. I can't think of an institution more accountable in public visibility and trustees scrutiny.

The other thing that bothers me is the attempt to establish a financial yardstick for everything--attaching measurable outcomes, dollars and cents, and the push toward conformity of goals perception which is contrary to democracy's open-ended goal-less ideals.

What I can do about it, I'm not sure, but your help to this point is very much appreciated as your perceptions and insight are much clearer and intuitive than mine. I'll appreciate your further comments.

Sincerely,

Jim

James Hoffman
President

JH:aj
enc.

STATE OF WASHINGTON RESEARCH & PLANNING PROJECT
state board for community college education

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464-7081
SCAN 576-7081

March 15, 1974

Mr. James Hoffman
President
Dawson College
300 College Drive
Glendive, Montana 59330

Dear Jim:

I received your packets after getting back from Alaska. Here are my comments:

ACCOUNTABILITY

I am disturbed at the negative attitudes on accountability in many of the enclosed papers.

No public will ever (quite literally) "buy" Lessinger's position on accountability. Professionals are held accountable by clients or performance, not merely "sound practice"; it would be interesting to have a doctor explain that "the operation was successful, but the patient died." True, some professionals can defend themselves by saying that "they did their best," but their failures could quickly cost them clients. If educators adopt the same line of defense, the same thing would happen--and, in fact, is already happening.

Yesterday I talked to a young taxi-driver who was prepared to drive a cab every night to save $1,000.00, just to attend a ten-week training program of IBM's. Why didn't he want to attend a community college? "Because IBM places 85% of its graduates." In California, a student is suing his school because it failed to give him the "basic GED proficiencies" that its programs advertised. Here in Washington, a legal-services program is being sued because no jobs exist to match its allegedly "practical" training. These are straws in the wind, and they tell us how the clients of educational services are thinking.

Accountability, in final analysis, must depend on the users of educational services; and their expectations, I suspect, are very precise and well-defined. Students want jobs or/and occupational success for their tuition dollars. Adults and senior citizens seek "cultural enrichment." Minorities want "mainstream recognition." Communities, as a whole, seek intellectual recreation centers. Each of these needs can be analyzed in detail, and the obvious thing would be to develop standards for determining how, (and if) these needs are being met. Measurable objectives, and dollar-and-cent yardsticks, should be introduced only at this point, if at all. But they are helpful for "keeping'em honest"; for example, a systematic follow-up and placement system could show which programs were most successfully meeting the student desire for occupational success. Note that, even in this example, numbers by themselves don't mean a thing; a program with extremely low rates of job placement would be doing fine if it could be shown that its students weren't looking for jobs as an outcome of the program. But one would have to know this to be the case, so the numbers game is helpful in showing the need for critical examination.

Has an inventory been suggested for "client expectations"; i.e. could your committee propose that a systematic study be made of the clients (i.e. users) of educational services, and that these groups be polled regularly to identify their expectations? This could break the lag-jam on concepts of "accountability." Also, how about calling for clear definition of the "missions" of different sectors in post-secondary education, to settle once for all just what kinds of clients each type of institution will attempt to serve?

On the matrix issue, a multi-dimensional matrix is certainly possible, but the technical difficulties are great.

The two-step approach would be as follows:

1. First construct matrices for Goals vs. "all groups," using 0-4 rating scale rather than check-off. Then calculate correlations between ratings of goals assigned by/to each group; i.e. compute the degree to which different groups are related to each other in their valuation of goals.

   From the correlation coefficients, it is easy to construct a chart showing which groups view goals most similarly, and which ones most differently.

2. Construct relevance matrices for the "most similar" pairs, and contingency matrices for the "most different" pairs.

This is because groups whose interests are similar are likely to think best in terms of relevant objectives for common goals; groups with different interests have to worry about the degree to which others' activities (or lack of it) could "hamstring" their own efforts.

Personally, I wouldn't attempt such an exercise without full explanation of all technicalities involved. But this might help to explain to your committee that there's nothing simplistic about Matrix methodologies; the real point is whether multivariate methods can be handled without technical expertise.

MANPOWER

I have very little to add to the comprehensive review of materials; and, your comments on their relative uselessness are to the point.

Given the "monkey-wrench" aspect of the research proposal, it might be a good idea to elaborate on the precise outcomes expected from such a study, and show why educational planning is impossible without them.

Specifically, I would ask for a (a) 5-6 year manpower model for the State of Montana, which (b) can be broken down in sufficient detail to be identified EITHER with major voc-ed categories or "recruitment pools" in education, (c) the model should, if possible, allow for inter-occupational migration, during or after training. (d) "unexpected" events such as the energy crisis, recession, etc. should be programmable into the model in a way that specifies changes in every variable or parameter.

(If they tell you this cannot be done, the Cleff-Engel model developed as a prototype in Washington State in 1972-73 can be cited as an example of the way to go.)

Clearly, no rational decision-making can be made for higher education unless a model is developed on these lines; for instance, capital budgeting requires a minimum 5-6 year "horizon". You may, of course, have reasons for not wanting to be quite so specific as this, but some detail may help to "sell" the need for a research study to reluctant state agencies.

I hope these off-the-cuff comments are helpful; I am trying to get them down on paper and to you as soon as possible, and the haste may be evident. Please keep me informed about how things go; I will, of course, do whatever else I can to help.

Very truly yours,

Deb K. Das
Project Director

DKD:ma

WASHINGTON STATE TARGET PLANNING:
AN EXAMPLE OF PROJECT-INITIATED PLANNING

STATE OF WASHINGTON RESEARCH & PLANNING PROJECT

state board for community college education

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464-7061
SCAN 576-7081

TO: ROGER BASSETT

FROM: DEB DAS

SUBJECT: TAXONOMY AND PLANNING MATRIX FOR TARGET-GROUP APPROACH

DATE: MARCH 20, 1974

Here, as promised, is a taxonomy and matrix format for re[illegible] statewide activities and district planning for "special concerns."

The rationale is that community colleges exist to serve different kinds of people, rather than execute a variety of programs. My estimate is that the target-group taxonomy covers between 60% and 75% of statewide headcount after allowing for obvious duplications. This could be expanded to 100% without much difficulty, but the significance of "special" groups may get lost if we try.

The simplest use of the planning matrix would be as a poll of colleges and districts, indicating who they were serving (or wished to serve) and how. This could be accomplished by using checkmarks or 0-4 rating scales. Once a consistent format was achieved, each entry could then be subjected to in-depth analysis, during which budgets and objectives could be specifically formulated. Or one could use the matrix immediately to project programs and budgets.

The reason for the "instruction" in the planning matrix is that, if any target group is to be served, something must be provided to meet its needs under every major strategy-area. Otherwise the services are not "complete," and problems could occur.

As already discussed, the possibility that some individuals might belong to two or more categories does not affect the validity of this approach. The presumption is that someone whose educational needs can be identified under several classifications can (a) benefit from having all his needs addressed, or (b) choose to avail himself of those services which are especially important to his situation.

One option we are excluding from the set-up is the case where a college indicates a "positive intent" to serve some target group, but feels that no commitments are needed for the target group in one or more strategy areas. For example, a college cannot "decide" that no "staffing" problems whatever will arise in serving Black students. Given the options provided within each strategy area, this would appear to be logical; but I can see some lively discussions on this point.

A covering letter explaining the rationale could still be a useful idea, and I will be happy to draft one up if you feel it necessary.

cc: Frank Price
John Terrey

bcc: Roy Flores
Nolen Ellison

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

815 N.E. Northgate Way
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Telephone: (206) 464-7081
SCAN 576-7081

TO: JOHN C. MUNDT

FROM: DEB K. DAS

SUBJECT: PLANNING FOR "DISADVANTAGED" AND SPECIAL CONCERNS

DATE: MARCH 22, 1974

I thought you would be interested in the enclosed materials, which are being developed in conjunction with Roger Bassett.

Community colleges are often criticized because they are seen as operating programs rather than serving people.

If planning can be based on target constituencies, and if the ways in which educational services can be provided to such constituencies can be identified by colleges, it will be possible to itemize the ways in which any target group is being (or should be) served, and eventually match programs and resources to fit these needs.

This approach might also be an effective answer to the Council on Higher Education, which has used the lack of "target-group planning" as an argument against enrollment projections made by the State Board. Currently, about half to two-thirds of all prospective students are covered by the "special-group" taxonomy in the planning matrix, but this could be expanded to 100% by adding the groups mentioned in the Appendix. Given the cooperation of the colleges, the approach can be simple and effective, and would be a good answer to "people vs. program" critics.

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RESEARCH & PLANNING PROJECT
state board for community college education

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March 27, 1974

Mr. Carl Brown, Chairman
PSRMAC
Tacoma Cummunity College
5900 S. 12th Street
Tacoma, Washington 98465

Dear Carl:

This refers to our conversation of 3/26/74 regarding plans and budgets for minority programs through 1975-77.

I thought you would be interested in the following papers which were prepared for Roger Bassett as ideas on SBCCE planning.

The idea is that if most students are covered by a target or "special-group" procedure, we will be getting away from treating minorities, disadvantaged, etc., as "special cases" which can be considered only for "additional" funding.

Clearly, this involves a major change in the philosophy of SBCCE's attitude towards planning, and it is therefore useful only in the long run. However, I feel that if these changes in thinking are introduced now, some of the frustration which have existed in the past few years may eventually be eliminated.

You may find this approach useful for your own purposes, i.e. at TCC or at the Consortium.

I have sent copies to John Terrey and Frank Price, as well as Nolen Ellison and Roy Flores.

I you have any questions, please do not hesitate to call or write.

Very truly yours,

Deb K. Das
Project Director

DKD:ma

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

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SCAN 576-7061

TO: ROGER BASSETT

FROM: DEB DAS Deb

SUBJECT: TARGET PLANNING VIS-Á-VIS LBC FORECASTING REPORT

DATE: MARCH 28, 1974

I got a look at the LBC report on Projection Methodology after I sent you the Target Planning Matrix and accompanying papers.

My impression is that this makes Target Planning even more important, not just as a "supplementary" technique for generating a specialized thrust but as an alternative to replace current planning and budgeting practices in the long run.

I also feel that the implicit demands made by the LBC report on district level planners require either (i) an upgrading of research capabilities at the district or college level, or (ii) strong research support provided in a "tactical" fashion from SBCCE. Of these, option (ii) is clearly far more realistic; it also has the advantage of having already been discussed and suggested at SBCCE levels (c.f. Dennis Carlson's report on "tactical planning" to the Cabinet).

cc: John Terrey

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

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SCAN 576-7081

March 28, 1974

Dr. Nolen Ellison
President
Seattle Central Community College
1718 Broadway
Seattle, Washington 98122

Dear Nolen:

Enclosed is a copy of the recommendations in the Preliminary Report of the Legislative Budget Council on Community College Enrollment Projections (3/15/74).

They are obviously in line with (1) the Target Planning Matrix idea (ref. my letter of 3/20 to Roger Bassett, copy to you); (2) SCCC's own planning processes, especially as they are being developed through Title III; (3) your own philosophies concerning community colleges and their "publics."

I have discussed the LBC report and related state-level developments with Susan Nelle, Rick Venerri and Leroy Fails.

It seems that Rick's data can be easily re-cast as a format corresponding to recommendations I and II; and if such a report was quickly prepared and sent to SBCCE with an appropriate message from you affirming SCCC's capabilities for meeting the letter and spirit of the LBC recommendations, it could forestall objections that colleges "could not possibly" meet these "unreasonable" requirements.

If you would like to discuss this, I will be happy to provide what information I have. Time, however, may be of the essence if we are to take advantage of the opportunity unexpectedly provided by the Legislative Budget Council.

Very truly yours,

Deb

Deb K. Das
Project Director

DKD:ma

cc: Susan Nelle, Rick Venerri, Leroy Fails

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464 7651
SCAN 576 7651

TO: ROGER BASSETT

FROM: DEB DAS

SUBJECT: TARGET GROUPS--POSITION PAPERS

DATE: MAY 7, 1974

As you are already aware, not enough information exists at the District level to assist planners to meet the needs of many target groups specified in our Planning Matrix.

At the same time, persons from these "target groups" are already present in significant numbers on our campuses.

In order to assist District Planners, we have prepared "position papers" on two target groups--the Gifted, and the Foreign Students--that are unlikely to be addressed by other "special-interest" groups or committees.

The position papers are intended to be statements of the problems as viewed by those familiar with them, and are in no way binding on planners or their colleges. Their purpose is to provide some general insights which could assist colleges in planning to meet the needs of these target groups.

By the end of this week, all target groups are expected to be covered in some fashion except "Veterans" and "Penal Offenders." On the latter, Susan Nelle is working on a planning strategy; as far as "Veterans" are concerned, I am assuming (for the moment) that current coordinators of Veterans' programs in community colleges will be able to provide sufficient input to make any statewide briefing unnecessary.

cc: John Terrey
John C. Mundt

TARGET GROUP: GIFTED STUDENTS

Problem Statement

Informal estimates show that 2000 to 3000 students currently attending community colleges fall into this category.

Our studies indicate that "gifted" students fall into the following major categories: (1) persons still in high school who take "advanced courses in college; (2) early transfers into community colleges; (3) persons who enrol "normally" but complete requirement for "transfer" well before their peers.

With the decreasing emphasis on "traditional" college education, it is expected that "gifted" students--those whose personal strategies can quickly put them through "pre-requisites"--may become far more important than at present. They are likely to be attracted to community colleges if they are provided inexpensive and convenient avenues for educational fulfilment. Of course, community colleges are required to maintain "quality"; the challenge for community colleges planning, therefore, is to combine ease of access to academic objectives with maintaining appropriate standards for academic excellence.

A college which develops a well-balanced "gifted" program, therefore, could expect a long term increase in quality and quantity in its academic enrollments, as "gifted" students seek community colleges for their early education.

Suggested Programs: By Area

RECRUITMENT: Early identification of "gifted" students through systematic high-school level liaison. Special orientation for "gifted" students.

PROGRAMS: Development of interdisciplinary "Honors" programs. Independent study facilities for meeting credit requirements. Honors and advanced seminars. Provisions for using nearby university or 4-year facilities (libraries, classes, seminars) with possible concurrent credit.

SUPPORT: Aptitude and diagnostic testing specially directed to exploring career opportunities for "gifted" students. Reinforcement counselling to overcome "under-achievement" problems. Inventory of specialized scholarship and financial aid opportunities.

CAREER DEVELOPMENT: Long-range career development assistance explorin options for gifted, "labs", Career seminars, field experiences.

STAFF: Retraining of existing academic and counselling staff to recognize and treat "under-achievement" problems common to gifted students. Hire special staff to provide "unusual" programs or facilities.

TARGET GROUP: FOREIGN STUDENTS

Problem Statement

Foreign students are the newest and most rapidly increasing sector among community college students.

It is estimated that they have increased by 1/3rd in each of the last few years. Currently, there are 1647 foreign students enrolled in our community colleges.

Informal surveys indicate that most foreign students (holding F or J visas) are Asian undergraduates; mostly East Asians, but some from South and West Asia as well. A smaller (but still significant) number comes from Latin and South America, and third in significance are students from African countries.

Most students are potential "academic transfers" into four-year colleges and universities. However, they face exceptional difficulties in meeting this objective; unfamiliarity with U.S. educational procedures, ineligibility for most forms of financial aid available to U.S. Citizens and Residents, and the much higher tuition and fees applicable to non-residents, are some of their problems.

Because of their high career motivation, however, foreign students represent an exceptionally desirable target group. Recruitment of foreign students may be neither desirable nor necessary; but colleges with good services for foreign students stand to make significant gains in enrollment in the long run, especially in the difficult "academic transfer" area.

Suggested Programs: By Area

RECRUITMENT: Special registration and admission procedures to facilitate issue of I-20 and DSP-66 forms. Orientation programs for foreign students.

PROGRAMS: English for non-English-speaking foreign students. Special tutorial programs emphasizing skills of coping with American quater-and-quiz system. Interdisciplinary seminars to obtain feedback, improve program offerings. System of "intervention" to assist foreign students who face grading or other learning difficulties.

SUPPORT: Social programs and cultural activities to "enrich" community's as well as foreign students' experiences. Special provisions for "emergency" financial aid, and assistance with housing and basic needs. Design of "support packages" which make foreign students self-sustaining.

CAREER DEVELOPMENT: Procedures for identifying foreign student goals beyond community college, and placement assistance into four-year colleges and universities (including transfer of DSP-66 and I-20 forms).

STAFF: Need for specially trained staff to deal with foreign students

STATE OF WASHINGTON RESEARCH & PLANNING PROJECT
state board for community college [illegible]

815 N.E. [illegible] Way
Seattle, Washington [illegible]
Telephone [illegible]
SCAN 576 [illegible]

TO: MINORITY AFFAIRS DIRECTORS, PSRMAC

FROM: DEB DAS, DIRECTOR, RESEARCH & PLANNING PROJECT

SUBJECT: FUNDING LEVELS FOR TARGET PLANNING

DATE: MAY 9, 1974

As you are aware, the SBCCE memorandum on Planning, 5/1/74, calls for an expenditure of 6% of 1975-77 District budgets on two thrusts: (a) the Instruction/Staff Development, (b) Target Group Services; to be split 50:50 between them.

We do not know what 1975-77 budget requests will be like, but it is safe to assume they will be quite a bit higher than for 1973-75.

As a target for our planning, we took 15% of the 1974-75 District budget as a "benchmark." This seems to be a good "minimum" figure to aim towards, and we are recommending that you aim for this in your projections. In cases where target populations are known to be higher than "average," you might want to aim at a higher figure (as indicated).

The following cautions should be kept in mind:

1. The "target" is to cover both thrusts, (a) and (b). A breakdown of 50:50 between them is recommended in the SBCCE planning memo of 5/1/74.

2. Even after taking 50% for (b), other target groups are also to be accomodated. The proportion that should be devoted to minority groups is a matter of District judgement, but I would again argue for 50% or more of (b) to be devoted to minority groups.

3. The final dollar figure, after performing the computations described in (1) and (2), should cover program costs for the biennium 1975-77. It should include all activities for your target groups; in other words, programs currently not included in the "minority affairs program" may need to be covered if they relate to minorities, and should be supported in 1975-77.

BEST COPY AVAILABLE

4. Check, however, to see if (i) some programs could be covered under services to other target groups (e.g. minority Veterans or women); (ii) Affirmative Action costs and other staff-related expenditures can be covered under Staff Development, or special instructional programs under Program Development. Careful checking is needed to make sure these elements are separately identified, and included under the appropriate headings in your District plan.

cc: Minority Affairs Office

	I	II	III	IV
	$ Target: 15% of 74-75	50% level: Planning Groups (Thrust (b))	Minority Groups 50% of (b)	Suggeste 1975-77 Minorit
Seattle (District)	1,720,006	860,002	430,000	550,000
Shoreline	637,371	318,835	159,419	200,000
Olympic	483,870	241,935	120,697	150,000
Everett/Edmonds	912,018	456,009	228,004	300,000
Bellevue	581,205	290,602	145,300	180,000
Highline	623,788	311,894	155,872	250,000
Green River	573,047	286,523	143,262	225,000
Ft. Steilaccom	455,498	227,749	113,875	130,000
Tacoma	479,862	239,841	119,920	180,000
PSRMAC totals	6,466,785	3,233,390	1,616,349	2,165,000

NOTE: Up to ½ of column II could be reasonably picked up from thrust (a) for Affirmative Action and Program improvement, if separately identified. This would be additional to amounts listed under Column IV.

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

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Seattle, Washington 98125
Telephone (206) 464-7081
SCAN 576-7081

letter sent to attached list

TO:

FROM: DEB K. DAS, DIRECTOR, RESEARCH & PLANNING PROJECT, SBCCE

SUBJECT: TARGET PLANNING: SUPPLEMENTARY PAPERS

DATE: MAY 9, 1974

In preparing the Target Planning Matrix included in Memorandum 23-74 dated May 1, 1974, you may find it helpful to consult the enclosed position papers that were prepared by the Research and Planning Project.

The rationale behind these papers is that there are several target groups which are important in terms of enrollment, but about whom there is very little information.

These papers were prepared for the State Board for Community College Education by qualified community college personnel, and are intended to provide ideas or insights in planning programs for the groups mentioned.

Please feel free to use them in any manner that you wish, or adapt them to your specific needs.

If there are any questions, please feel free to call Deb Das at SCAN 576-7081, or (206) 464-7081; if necessary, we can put you in touch with persons who can provide detailed information or advice.

SERVICES TO TARGET GROUPS

BEST COPY AVAILABLE

CURRENT PROGRAMS AND ACTIVITIES

Each square represents a specific service to a specific target group.

1. Check each square that is addressed by your district or college this year.

2. Complete a description of the activity or program that serves each square or combination of squares.

3. Provide an estimate of the funds (amount and source) from your 1973-74 budget that support the program or activity.

PROPOSED 1975-77 PROGRAMS AND ACTIVITIES

1. Check each square that would be addressed by your district or campus if additional funds (above 1973-74 levels) were available in 1975-77.

2. Complete a description of the activity or program that would serve each square or combination of squares.

3. Provide an estimate of the funds (amount and source) needed during 1975-77 to fund the proposed program or activity in the following format:

	1975-76	1976-77	Total
Salaries and Wages (list positions by title and man-year equivalency)	$	$	$
Consultant Services (list purpose of contracts)			
Other Contractual Services			
Travel			
Equipment (list any item over $50)			
Supplies			
Employee Benefits			
TOTAL	$	$	$

TARGET PLANNING MATRIX

☐ CURRENT PROGRAMS AND ACTIVITIES

☐ PROPOSED 1975-77 PROGRAMS AND ACTIVITIES

STRATEGIES		A. RECRUITMENT				B. PROGRAMS					C. SUPPORT					D. STAFFING											E. CAREER DEVELOPMENT				F. LONG-RANGE PLANNING									
TARGET GROUPS	0. INTENT	A.1 Publicity	A.2 Guidance/Diagnosis	A.3 Orientation Activities	A.4 Other	B.1 Remedial	B.2 Tutorial	B.3 Co-curricular	B.4 Group-Specific	B.5 Other	C.1 Directive	C.2 Reinforcing	C.3 Financial	C.4 Rehab. Services	C.5 Other	D.1 Paraprofessional (check for "intent")	D.1.A Hire	D.1.B Retrain	D.2 Professional (check for "intent")	D.2.A Hire	D.2.B Retrain	D.3 Administrative (check for "intent")	D.3.A Hire	D.3.B Retrain	D.4 Staff Development	D.5 Other	E.1 Job Placement/Transfer	E.2 Follow-up Evaluation	E.3 Methods: Research	E.4 Other	F.1 Long-Range Goal	F.1.A Eliminate	F.1.B Institutionalize	F.1.C Absorb	F.2 Phasing Schedule	F.2.A 1977	F.2.B 1979	F.2.C 1981	F.2.D after 1981	F.3 Planning Deadlines and Methods
I. MINORITY GROUPS																																								
I.1 Asian American																																								
I.2 Black																																								
I.3 Chicano																																								
I.4 Native American																																								
I.5 Other																																								
II. ADULT GROUPS																																								
II.1 Women																																								
II.2 Senior Citizens																																								
II.3 Other adults:																																								
II.3.A Basic Education																																								
II.3.B Retraining																																								
II.3.C Recreation																																								
III. SPECIAL-FOCUS GROUPS																																								
III.1 Disadvantaged																																								
III.2 Handicapped																																								
III.3 Foreign Students																																								
III.4 Gifted Students																																								
III.5 Veterans																																								
III.6 Ex-Inmates																																								

NOTE: A COMPLETE PROGRAM OF SERVICES TO ANY ONE TARGET GROUP CALLS FOR SELECTION OF AT LEAST ONE OPTION IN EACH OF THE FIVE SERVICE OPTION

TARGET PLANNING MATRIX

STRATEGIES		A. RECRUITMENT				B. PROGRAMS					C. SUPPORT					D. STAFFING											E. CAREER DEVELOPMENT				F. LONG-RANGE PLANNING									
TARGET GROUPS	0. INTENT	A.1 Publicity	A.2 Guidance/Diagnosis	A.3 Orientation Activities	A.4 Other	B.1 Remedial	B.2 Tutorial	B.3 Co-curricular	B.4 Group-Specific	B.5 Other	C.1 Directive	C.2 Reinforcing	C.3 Financial	C.4 Rehab. Services	C.5 Other	D.1 Paraprofessional (check for "intent")	D.1.A Hire	D.1.B Retrain	D.2 Professional (check for "intent")	D.2.A Hire	D.2.B Retrain	D.3 Administrative (check for "intent")	D.3.A Hire	D.3.B Retrain	D.4 Staff Development	D.5 Other	E.1 Job Placement/Transfer	E.2 Follow-up Evaluation	E.3 Methods: Research	E.4 Other	F.1 Long-Range Goal	F.1.A Eliminate	F.1.B Institutionalize	F.1.C Absorb	F.2 Phasing Schedule	F.2.A 1977	F.2.B 1979	F.2.C 1981	F.2.D after 1981	F. Planning Deadlines and Methods
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III.6 Ex-Inmates																																								

NOTE: A COMPLETE PROGRAM OF SERVICES TO ANY ONE TARGET GROUP CALLS FOR SELECTION OF AT LEAST ONE OPTION IN EACH OF THE FIVE SERVICE OPTION CATEGORIES (A - E) AT THE TOP OF THE PAGE.

TAXONOMY OF TARGET GROUPS

TITLE	DESCRIPTION
I. MINORITY GROUPS	Relating to persons belonging in definable ethnic groups with characteristics relevant to educational services.
I.1 Asian American	As per MIS-1 instructions; to include citizens and permanent residents.
I.2 Black	
I.3 Chicano	
I.4 Native American	
I.5 Other	
II. ADULT GROUPS	Relating to persons in over-21 groups whose educational interests can be differentiated by kind and cohort.
II.1 Women	
II.2 Senior Citizens	Persons over (55? 60? 65?) with special educational needs.
II.3 Other Adults needing:	
II.3.1 Basic Education	Adults working towards high school completion or basic literacy.
II.3.2 Retraining	Adults seeking new occupations and relevant preparation.
II.3.3 Recreational learning	Adults wishing to enlarge learning experiences through community college offerings.
III. SPECIAL-FOCUS GROUPS	Selected student constituencies with special characteristics and problems.
III.1 Disadvantaged	Persons who fall in non-minority classifications of "disadvantaged" (i.e., low income), under federal guidelines.
III.2 Handicapped	Persons who are physically handicapped as per vocational education guidelines.
III.3 Foreign students	Persons holding I-20 forms and non-immigrant visas.

TAXONOMY OF TARGET GROUPS

TITLE (continued)	DESCRIPTION (continued)
III. SPECIAL-FOCUS GROUPS (cont.)	
III.4 Gifted students	Persons who qualify for advanced placement and accelerated programs during high school.
III.5 Veterans	
III.6 Ex-Inmates	Persons currently or formerly incarcerated in state or federal penal institutions.

NOTE: These groups are estimated to comprise about 60 percent or more of current community college enrollments, after allowing for overlaps. Bus this estimate may be conservative, and the true number (on a headcount basis) could be closer to two-thirds.

TAXONOMY OF EDUCATIONAL SERVICE OPTIONS

TITLE	DESCRIPTION	EXAMPLES
0. INTENT	Related to general intention of institution to serve educational needs of target groups.	"Yes or No"
A. RECRUITMENT	Related to increasing or maintaining enrollments of target groups.	
A.1 Publicity	Promotional activity to familiarize target groups with college programs.	Posters, booklets, advertise for specific groups, recruiting lectures, etc.
A.2 Guidance/ Diagnosis	Assisting individuals to determine suitable courses and programs which could benefit them.	Aptitude testing with follow-up initial counseling.
A.3 Orientation Activities	Helping groups or individuals cope with mental/motivation barriers to program entry.	Orientation programs for entering students or prospective entrants
A.4 Other	Any activities for increasing or maintaining target group enrollments not covered by the above.	"Career Fairs," information booths, communit motivation activities.
B. PROGRAMS	Related to content of educational processes specifically geared to/ for target groups.	
B.1 Remedial	Assisting individuals to overcome deficiencies blocking entry into chosen programs.	Remedial math, communication skills, to fulfi pre-requisites
B.2 Tutorial	Assisting individuals to cope with problems encountered in their program studies.	Special tutorial and individualized assistan
B.3 Co-curricular	Parallel programs to curricula, for specific needs of target groups.	ESL and bilingual progr
B.4 Group-specific	Programs designed specifically and independently for/by target groups.	Ethnic studies, women's studies
B.5 Other	Any academic programs or learning services for target groups not covered by any of the above.	Library materials, audi visual programs.

TAXONOMY OF EDUCATIONAL SERVICE OPTIONS

TITLE (continued)	DESCRIPTION (continued)	EXAMPLES (continued)
C. SUPPORT	Related to non-curricular services which enable a student to continue and complete his education.	
C.1 Directive	Assisting individuals to choose appropriate educational programs of study.	Program choice guidelines.
C.2 Reinforcing	Assisting individuals to make supplementary program choices which reinforce major career objectives.	Assist with pre- and post-registration choices.
C.3 Financial	Assisting individuals to obtain financial support to continue their education.	Scholarships, loans, work study grants.
C.4 Rehab. Services	Referral, or direct/indirect assistance in kind to students to assist with non-academic problems.	Voc. Rehab., Housing, Transportation.
C.5 Other	Any non-curricular services provided to target groups not covered by the above.	Drug counseling, crisis programs.
D. STAFFING	Related to hiring and training of personnel to provide services to target groups.	
D.1 Paraprofessional		
D.1.A Hire	Personnel of less than professional status, assisting with programs.	Student aides, tutors, assistant counselors.
D.1.B Retrain		
D.2 Professional		
D.2.A Hire	Persons of professional status, conducting programs.	Instructors, counselors.
D.2.B Retrain		
D.3 Administrative		
D.3.A Hire	Persons conducting or supervising programs.	Program coordinators, secretaries.
D.3.B Retrain		

TAXONOMY OF EDUCATIONAL SERVICE OPTIONS

TITLE (continued)	DESCRIPTION (continued)	EXAMPLES (continued)
D. STAFFING		
D.4 Staff Development	Activities for improving skills of general staff in dealing with problems of target groups.	Seminars and sessions for counseling or academic departments.
D.5 Other	Any staff-related activity geared to target groups that is not covered by any of the above.	"Sensitivity sessions," staff retreats.
E. CAREER DEVELOPMENT	Related to success of individuals belonging to target groups, in post-program contexts.	
E.1 Job placement/ transfer	Assisting individuals to obtain subbessful job placement or transfer into academic programs.	Job Development Services
E.2 Follow-up evaluation	Monitor and maintain records of post-program successes and failures by target groups.	Follow-up records and us in program planning.
E.3 Methods: Research	Develop and assess new methods for recruiting/instructing/ advising/placing individuals in target groups.	New teaching, counseling methods.
E.4 Other	Any activity to promote post-program sucess or achievement for target groups not covered by any of the above.	"Alumni" programs or projects.
F. LONG-RANGE PLANNING	Relating to future plans for continuing service to target groups.	
F.1 Long-range goal		
F.1.A Eliminate		
F.1.B Institutionalize	Statement of intent on whether it is planned to eliminate special programs and services, or institutionalize them on a formal basis, or absorb them into existing program offering.	
F.1.C Absorb		

TAXONOMY OF EDUCATIONAL SERVICE OPTIONS

TITLE (continued)	DESCRIPTION (continued)	EXAMPLES (continued)
F.2 Phasing schedule		
F.2.A 1977	Statement of intent on when it is anticipated that the long-range goal set up in F.1 will be accomplished.	
F.2.B 1979		
F.2.C 1981		
F.2.D after 1981		
F.3 Planning deadlines and methods	Brief description of the ways in which details of F.1 and F.2 will be planned and executed.	

CLIENT-CENTERED RESEARCH REPORTS:
A PASSIVE MODE OF DETERMINING CLIENT INTERESTS

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education
815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464 7081
SCAN 576-7081

Dear Sirs:

We are pleased that you found the booklets produced by the National Dissemination Project for Post-Secondary Education interesting and useful. It is our hope that they have assisted you in identifying your information needs, and in defining some goals or objectives you (or your institution) would like to pursue.

We would now like to develop specialized booklets dealing with different areas in which interest has been expressed at the post-secondary level. However, it is necessary for us to know which topics are uppermost in the minds of community college educators, so that we can devote more resources to these areas.

Attached is a list of possible topics or/and subject areas which could be addressed by the National Dissemination Project. Please check the ones in which you would like to receive further detailed information, and return the list to us as soon as possible.

We will let you know, at our earliest opportunity, which specific topics were "voted" by you as being the most important, and what specific form our research booklets will take.

Thanking you for your cooperation, I remain,

Very truly yours,

Deb K. Das
Project Director

DKD:ma
Enc.

NATIONAL DISSEMINATION PROJECT
FOR POST-SECONDARY EDUCATION

PROPOSED TOPICS FOR INFORMATION BOOKLETS

PLANNING TOPICS

1. Multi-College Planning for Minorities & Disadvantaged: The Consortium Approach.
2. Goals, objectives and tasks: Planning techniques for education.
3. "VLRP" (Very Long Range Planning): Needs and Methods.
4. Assessment vs. Evaluation? The options for Education.
5. A demonstration model for promoting state-wide adoption of innovational planning.
6. From AA to BA: The Articulation issue facing community colleges.

CAREER EDUCATION

1. Career-based Diagnostic tools for Education.
2. How to use (and abuse) occupational forecasting.
3. Job Development as an institutional function.
4. Preparing for "Career Education": an institutional check list.
5. Reorganizing occupational programs to meet "Career" guidelines.

ACADEMIC INNOVATION

1. Bilingual competency for Adults: GED and profiency models.
2. "Work Experience" and academic goals: an assessment.
3. The "Remedial" approach: a discussion of goals and methods.

SERVICES AND TARGET POPULATIONS

1. Defining the demand for post-secondary educational services: An overview for administrators.
2. Post-secondary educational services for penal institutions: some approaches.
3. Recruiting's "other half": The problems of attrition.
4. Urban education: issues and solutions for 2 year colleges.
5. The New Learners: Who, Where, How, Why.

OTHER TOPICS (Please indicate topics you would be interested in, which are not mentioned above).

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464-7081
SCAN 576-7081

November 19, 1973

Dear Colleague:

Thank you for your prompt response to our "poll" on your needs for further information. We have already heard from two-thirds of you who received our questionnaires, and replies are still coming in; the "poll", in other words, was a great success.

We have enclosed our tabulation of poll results, because we thought you would like to see the outcome of your participation. The "additional" topics which you added to the list have not yet been analysed, but we will do this shortly. We are also making plans to meet your requests, and you should be hearing from us in the near future.

Again, thank you for your cooperation in making our "poll" a success.

Very truly yours,

DKDas

Deb K. Das
Project Director

DKD:ma
Enc.

Topics	REGIONAL INTEREST					NATIONAL INTEREST		
	MW	SE	NW	NE	SW	BY TOPIC		BY AREA
A. PLANNING								32±13% (.40 μ)
A.1 Planning by Consortia methods.	▨					19%		
A.2 Setting goals, objectives, priorities.	▨	■	▨	▨	▨	44%	▨	
A.3 "Very Long-Range Planning" methods.		▨	■			31%		
A.4 Assessment and Evaluation methods.	■	▨	■	■		44%	▨	
A.5 Planning: Demonstration models.	▨					15%		
A.6 Planning AA/BA articulation.		■	▨		■	37%	▨	
B. CAREER EDUCATION								47±4% (.09 μ)
B.1 Career-based diagnostic tools.	▨	▨	▨	■	■	46%	■	
B.2 Career-based enrollment forecasting.		■	■	▨	▨	52%	■	
B.3 Job development methods in education.		■	▨	▨	▨	41%	▨	
B.4 Checklist for Career Ed. planning.	■		■	■	■	50%	■	
B.5 Reorganizing programs for Career Ed.						44%		
C. ACADEMIC ISSUES								46±12% (.27 μ)
C.1 Bilingual Education for Adults.					▨	20%		
C.2 Combining "Work Experience" with learning.	■	▨	■	■	■	65%	■	
C.3 Remedial methods in academic programs.		■		■	■	46%	▨	
D. OTHER TOPICS								43±16% (.36 μ)
D.1 Measuring the demand for Ed. Services.	■	■	■	▨		48%	■	
D.2 Specialized programs for penal institutions.						19%		
D.3 Recruiting: The problem of attrition.	■	▨	■	■	■	66%	■	
D.4 Urban Education issues.						17%		
D.5 Defining and finding the "New Learners."	▨	▨	▨	▨	■	44%	▨	

KEY: ☐ low interest ▨ medium interest ■ high interest

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
STATE BOARD FOR COMMUNITY COLLEGE EDUCATION

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone (206) 464-7081
SCAN 576-7081

November 28, 1973

Prof. Ray Schultz
Co-munity College Education
Washington State University
Department of Education
Pullman, Washington 99163

Dear Ray:

Thank you for your letter of November 23.

We have matched your list of "feasible" topics with our poll figures.

Following are the top seven topics, rated both on feasibility and interest:

Assessment and Evaluation methods.
Planning AA/BA articulation.
Job Development methods in education.
Checklist for Career Ed. planning.
Remedial methods in academic programs.
Recruiting: The problem of attrition.
Defining and finding the "New Learners."

In addition, there are two more topics in the "average" or median range on both criteria; these should be considered "optional", i.e. I will leave you to decide whether these should be tackled in addition to the top seven. These topics are:

Career-based enrollment forecasting.
Combining "Work Experience" with learning.

Allowing for variability in length for these papers, i.e. between 12 and 15 typewritten pages, it seems that a straight $100.00 per paper might be a better idea than $7.50/page. This would give both you and the writers greater flexibility, while keeping costs within projected levels.

The "writers' fee" element for the package would therefore be at least $700.00, plus $100.00 for each of the "optional" topics we agree upon.

We could also add a 10% or 15% "surcharge" on the entire package for incidental expenses incurred by your office, for example with typing or proof-reading, postage, etc.

The next moves would appear to be as follows:

(a) A final determination of topics needs to be made; i.e. which of the two "optional" topics we should proceed with. I leave this up to you.

(b) I have already written Bruce Moorehead about a meeting with you and myself to discuss the details of a proposed contract. This should be finalized.

(c) I will prepare one-paragraph statements of the problems covered by each topic heading, outlining the concerns expressed nationally by 2-year college clients. These should help in guiding potential writers on the way they should approach their subject. These statements should be in your hands by December 20.

I am looking forward to hearing from you on (a), and proceeding on (b) and (c).

Very truly yours,

Deb

Deb K. Das
Project Director

DKD:ma

cc: Maria Castano
Bruce Moorehead
John Terrey

STATE OF WASHINGTON
RESEARCH & PLANNING PROJECT
state board for community college education

815 N.E. Northgate Way
Seattle, Washington 98125
Telephone: (206) 464 7031
SCAN 576 7081

June, 1974

Dear Colleague:

In November 1973 you replied to a poll conducted by the National Dissemination Project, identifying the topics that you felt to be high-priority concerns for community college education.

A set of research reports have been prepared to meet the needs expressed nationally by community college personnel.

We are enclosing reports on the topics which you identified as being of interest to you. We hope you will find them to be as useful as the original reports you requested from the National Dissemination Project.

Perhaps you may be interested in our other research reports, even though you had not initially indicated an interest in the topics they cover. If so, please check the ones you want on the list attached to this letter, and forward the list to us; we will send you the reports at the earliest opportunity.

The National Dissemination Project for Post-Secondary Education will continue till August 31, 1974, to provide information and assistance to community colleges in planning educational services for non-traditional students such as minorities and the disadvantaged. If there is anything we can do to help you, please do not hesitate to write or call.

Very truly yours,

DKDas

Deb K. Das
Project Director

DKD;ma
Enc.

☐ JOB DEVELOPMENT: WHAT IT IS AND HOW TO IMPLEMENT IT

☐ PHILOSOPHY AND METHODOLOGIES FOR THE EVALUATION OF INNOVATIVE AND NONTRADITIONAL PROGRAMS

☐ A GUIDE FOR PLANNING AND IMPLEMENTING CAREER EDUCATION PROGRAMS IN THE COMMUNITY COLLEGE

☐ PLANNING AA/BA ARTICULATION

☐ REMEDIAL PROGRAMS: ARE THEY THE PANACEA OR THE PROBLEM?

☐ THE NEW DIRECTIONS PROGRAM AT LOS ANGELES CITY COLLEGE: A SYSTEMS APPROACH TO HUMAN AND COMMUNITY DEVELOPMENT

☐ THE NEW LEARNERS AND THE COMMUNITY COLLEGE

☐ RECRUITING: THE PROBLEM OF ATTRITION

"TARGETTED" LETTERS
FOR ASSISTANCE

January 29, 1974

Thank you for the interest you have expressed in "Urban Education," as a possible topic for the National Dissemination Project for Post-Secondary Education.

Because of limited interest in the topic, we have had to rule out the possibility of a general research and publication effort. However, we have good contacts with several interesting experiments that are being conducted in urban education, primarily dealing with disadvantaged and minority students in urban areas. If you have specific information needs in this area--for example, about program content and structures, diagnostic and guidance methods, administrative or funding problems, or articulation with employment or community needs--please let us know. We shall do our best to find information that best fits your needs, or put you in touch with persons who may be able to help you directly.

Because some of the experimental projects in urban education are only just begining to get under way, we expect to provide more useful information at a later stage. Even in such cases, however, it would be helpful to know what you need, so that we can monitor these developing projects accordingly.

We are looking forward to hearing from you.

Very truly yours,

Maria Castano
Project Coordinator

MC:ma

January 29, 1974

Thank you for expressing an interest in "Consortium Planning Methods," in response to our questionnaire asking you what topics you would want us to cover in future publications of the National Dissemination Project for Post-Secondary Education.

Unfortunately, this particular topic did not attract enough interest to warrant a full-scale booklet or publication. However, we still have information on Consortium planning techniques in our files, and references to persons or organizations who could assist with special problems. Our information covers such areas as: methods for setting up a Consortium-type planning structure, ways to set and evaluate cooperative goals, problems to look for in setting and operating Consortia, and programs that have proved to be successful or unsuccessful (with reasons for succes or failure). We will be happy to provide information tailored to your specific needs, if you will let us know what these are.

We look forward to hearing from you at your earliest convenience.

Very truly yours,

Maria Castano
Project Coordinator

MC:ma

January 29, 1974

Thank you for your interest in Statewide demonstration projects for promoting educational changes, as a possible topic for publication by the National Dissemination Project for Post-Secondary Education.

We hope to obtain much of the information on the topic from field experiments we are conducting in several states, notably the State of Alaska. Results from these experiments are expected to be analysed, collated and made available according to the interests expressed by community college personnel.

It would help us a great deal if you could give us some indication of the kinds of information that would be most helpful to you on this topic. For example, are you likely to be more interested in the kinds of programs that are found to be suitable for statewide initiatives? Are you more concerned with the kinds of inter-institutional arrangements needed to make such efforts successful? Or are you concerned with fiscal and planning issues for statewide innovation? Your response would help us to decide the ways in which we ought to monitor field-level demonstrations in order to get the results you could profitably use.

We look forward to your reply.

Very truly yours,

Maria Castano
Project Coordinator

MC:ma

January 29, 1974

Thank you for your interest in post-secondary education programs in penal institutions, as a possible topic for publication sponsored by the National Dissemination Project.

Unfortunately, interest in this topic was too small to justify our publishing a booklet or a paper on the subject. However, we have plenty of information available on programs in penal institutions, inter-institutional arrangements for providing educational services, polls and surveys indicating the character of "inmates'" needs, and problems and prospects for providing meaningful educational opportunities. It is also possible for us to put you in touch with persons who possess expertise in these areas, in case you would like to develop consultancy arrangements.

If you will write us explaining the nature of your interest, and details of the kind of information which will be of assistance to you, we will try to do our best to meet your needs.

We look forward to hearing your you.

Very truly yours,

Maria Castano
Project Coordinator

MC:ma

January 29, 1974

Thank you for your interest in "Bilingual Education" as a possible topic for publications sponsored by the National Dissemination Project.

Unfortunately, not enough national interest was expressed in this topic to justify our publishing a booklet or a paper. But speciali[illegible] concerns--notably in Spanish-speaking areas, and Alaskan Education--were well-represented, suggesting a fresh approach to this topic.

Some of your replies have indicated that you may have as much information to offer as to request, in bilingual education. We would appreciate hearing from you about your experiences as well as your information needs. It should then be possible to match these concerns with the information and references available to us, and determine a procedure for getting the information that you need for your programs to you in the most appropriate manner and format.

We look forward to hearing from you.

Very truly yours,

Maria Castano
Project Coordinator

MC:ma

APPENDIX B

LISTING OF CLIENTS
AND PRINTED PROJECT REPORTS

Included in this appendix is a listing of all Project report "clients" who responded to the original brochure mailing (April, 1973) and requested one or more of the seven reports which had been prepared at that time. There are 168 clients in this first list.

They served as a "core" client group when a "second round" of reports was ready for distribution. The second list is of those who requested one or more of the second round reports.

This second respondent group, in turn, served as a new core client group, to which a "third round" of reports was made available. A third list has been included of those who requested reports in the third round. In effect, then, there has been a consecutive narrowing of the report client group over three rounds of distribution.

Following the listings of report clients is a listing of all Project reports distributed in various rounds and to various clients.

FIRST ROUND REPORT CLIENTS

LEROY FAILS, CLEP
800 WELCH ROAD
PALO ALTO, CALIFORNIA 94304

B. LAMAR JOHNSON, EXEC, DIRECTOR
LEAGUE FOR INNOVATION IN THE
COMMUNITY COLLEGE
1100 GLENDON AVENUE
WESTWOOD CENTER, SUITE 925
LOS ANGELES, CALIF. 90024

MARCIA A. BOYER, ASSIST. DIR.
CLEARING HOUSE FOR JUNIOR COLLEGES
96 POWELL LIBRARY BUILDING
LOS ANGELES, CALIF. 90024

WILSON W. SORENSON, PRESIDENT
UTAH TECHNICAL COLLEGE AT PROVO
PROVO, UTAH 84061

CURTIS W. JOHNSON, PRESIDENT
HIBBING STATE JUNIOR COLLEGE
HIBBIN, MINN. 55746

JERRY A. LEE, PRESIDENT
PLATTE COLLEGE, P. O. BOX 1027
COLUMBUS, NEBRASKA 68601

WILLIAM J. SIMS, DIR. INST. SERV.
ARIZONA WESTERN COLLEGE
POST OFFICE BOX 929
YUMA, ARIZONA 85364

D. F. ADKISSON, PRESIDENT
CLEVELAND STATE COMMUNITY COLLEGE
CLEVELAND, TENN. 37311

KAY V. BERGIN, PRESIDENT
CONN. FACULTY SENATE OF REG.
COMMUNITY COLLEGES
MATTATUCK COMMUNITY COLLEGE
WATERBURY, CONN. 06040

NOLEN M. ELLISON, PRESIDENT
SEATTLE CENTRAL C. C.
1718 BROADWAY
SEATTLE, WASH. 98122

T. MCKENNY, DIR. BUREAU OF
HIGHER EDUCATION, DEPT. OF EDUC.
P. O. BOX 420
LANSING, MICHIGAN 48902

JOHN HAKANSON, PRESIDENT
CLACKAMAS COMMUNITY COLLEGE
OREGON CITY, OREGON 97045

CLYDE E. BLOCKER, PRESIDENT
HARRISBURG AREA C. C.
HARRISBURG, PENN. 17110

CRAIG ALLEN, PRESIDENT
ROBESON TECHNICAL INSTITUTE
P. O. BOX 98
ST. PAULS, N. C. 28384

GORDON T. BLANKS, PRESIDENT
WESTERN PIEDMONT COMMUNITY COLLEGE
MORGANTON, N. C. 28665

JAMES E. VANN, PRESIDENT
SAMPSON TECHNICAL INSTITUTE
CLINTON, N. C. 28328

KENNETH W. RASMUSSEN, DEAN
EASTERN NEW MEXICO UNIVERSITY
CLOVIS CAMPUS,
CLOVIS, NEW MEXICO 88101

GEORGE E. BARNES, DEAN OF INST.
UTICA JUNIOR COLLEGE
UTICA, MISSISSIPPI 39175

CARL D. PRICE, DEAN OF INST.
JAMES SPRUNT INSTITUTE
KENANSVILLE, N. C. 28349

ERNEST B. PARRY, PRESIDENT
WILSON COUNTY TECHNICAL INSTITUTE
WILSON, N. C. 27893

JOSEPH J. SAMUELS, DEAN
UNIVERSITY OF CINCINNATI
UNIVERSITY COLLEGE
CINCINNATI, OHIO 45221

DENNIS L. KRAMER, DIRECTOR
ST. DEPT. OF PUBLIC INSTRUCTION
EDUCATIONAL INFORMATION & RESEARCH
ROOM 225 STATE HOUSE
INDIANA, INDIANAPOLIS 46204

MYRON R. BLEE, ADMINIS.
STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

PHILIP LANGERMAN, ASSIST. SUPT. INST
DES MOINES AREA C. C.
2006 ANKENY BLVD.
ANKENY, IOWA 50021

W. DWIGHT RENNER, PRESIDENT
INDIANA VOCATIONAL TECHNICAL COLLEGE
5221 IVY TECH DRIVE
P. O. BOX 1763
INDIANAPOLIS, INDIANA 46206

DEAN ARDEN L. PRATT
VTI DEAN'S OFFICE
908 SOUTH WALL
CARBONDALE, ILLINOIS 62901

PAUL W. HARRINGTON
DEAN OF STUDENTS
COLLEGE OF DUPAGE
GLEN ELLYN, ILLINOIS 60137

ALBAN E. REID
BLACK HAWK COLLEGE
MOLINE, ILLINOIS 61265

BERNARD W. SMITH, SR., DIRECTOR
EQUAL OPPORTUNITY PROGRAMS
DAYTONA BEACH C. C.
P. O. BOX 1111
DAYTONA BEACH, FLORIDA 32015

RICHARD C. HERNANDEZ, DIRECTOR
ORANGE COAST COLLEGE
2701 FAIRVIEW ROAD
COSTA MESA, CALIF. 92626

DAVID FLUMBAUM, DIR. OF COUNS.
DUNDALK COMMUNITY COLLEGE
BALTIMORE, MARYLAND 21222

P. GULATI
COMMUNITY SERVICES PROGRAM
SEATTLE UNIVERSITY
SEATTLE, WASHINGTON 98122

OTTO ROEMMICH, PRESIDENT
SAN JOSE CITY COLLEGE
2100 MOORPARK AVENUE
SAN JOSE, CALIF. 95114

MARM M. HARRIS, PROVOST
NORTHERN VIRGINIA C. C.
8333 LITTLE RIVER TURNPIKE
ANNANDALE, VIRIGNIA 22003

DON ALTIERI, DIRECTOR
CALDWELL COMMUNITY COLLEGE
AND TECH. INSTITUTE
BOX 600
LENOIR, N. C. 28645

DR. FRANCES KELLY
DIVISION OF COLLEGE SUPPORT
BUREAU OF HIGHER EDUCA. USOE
7th AND D STREET S. W.
WASHINGTON, D. C. 20202

LAWRENCE H. MONACO, DEAN
DUTCHESS COMMUNITY COLLEGE
STATE UNIVERSITY OF NEW YORK
PENDELL ROAD,
POUGHKEEPSIE, N. Y.

LEO M. PATT
COORDINATOR, SPECIAL EDUCATION
FOX VALLEY TECHNICAL INSTITUTE
1825 NORTH BLUEMOUND DRIVE
APPLETON, WISCONSIN 54911

CARL R. BROWN
TACOMA COMMUNITY COLLEGE
TACOMA, WASHINGTON 98465

WILBUR A. BALL, PRESIDENT
MCLENNAN COMMUNITY COLLEGE
WACO, TEXAS 76708

H. D. YARBROUGH, EXECUTIVE SEC.
WYOMING COMMUNITY COLLEGE
STATE CAPITOL BUILDING
CHEYENNE, WYOMING 82001

RAYMOND M. DEMING, PRESIDENT
CHIPOLA JUNIOR COLLEGE
MARIANNA, FLA. 32446

EDWARD H. FAUTH, DEAN OF CAREER ED.
AND COMMUNITY SERVICES
WAUBONSEE COMMUNITY COLLEGE
ILLINOIS ROUTE 47
SUGAR GROVE, ILLINOIS 60554

JAMES F. LOPER, ADMINIS. ASSIST.
EASTERN IOWA COMMUNITY C. DISTRICT
DAVENPORT, IOWA 52806

J. MANNING NELSON, DEAN OF STUDENTS
CLARK COLLEGE
VANCOUVER, WASH. 98663

DEAN A. CURTIS, PRESIDENT
EASTERN ARIZONA COLLEGE
THATCHER, ARIZONA 85552

JOE T. PACKNETT, ASSIST. TO PRES.
RESEARCH AND DEVELOPMENT
OSCAR ROSE JUNIOR COLLEGE
6420 S. E. 15th
MIDWEST CITY, OKLAHOMA 73110

BRIAN BELSHER, PROJECT DEV., DIR.
SCOTTSDALE COMMUNITY COLLEGE
P. O. BOX Y
SCOTTSDALE, ARIZONA 85252

JAMES G. CUMMINGS, DIRECTOR
LEARNING LABS
PHILLIPS COUNTY CO. C.
P. O. BOX 785
HELENA, ARKANSAS 72342

MARION OPPELT, PRESIDENT
FT. STEILACOOM C. C.
TACOMA, WASHINGTON 98499

DOROTHY SCHNEIDER
INSTRUCTOR OF EDUCATION
NORTH IDAHO COLLEGE
1000 W. GARDEN AVENUE
COEUR D'ALENE, IDAHO 83814

SAN DIEGO COMMUNITY COLLEGE DIST.
3375 CAMINO DEL RIO SOUTH
SAN DIEGO, CALIFORNIA 92108

SHEILA SHIVELY
DIRECTOR, DISCOVERY PROGRAM
NORTHERN ESSEX C. C.
CHADWICK STREET
HAVERHILL, MASSACHUSETTS

RICHARD A. DONOVAN
BRONX COMMUNITY COLLEGE
OF THE CITY UNIVERSITY OF NEW YORK
120 EAST 184th STREET
BRONX, N. Y. 10468

ANGEL DELACROIX
CHAIRMAN, RESEARCH DEPT.
DELGADO JUNIOR COLLEGE
615 CITY PARK AVENUE
NEW ORLEANS, LOUISIANA 70119

FREDERICK R. STRUTHERS
DEAN OF INSTRUCTION
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1101 EAST UNIVERSITY AVENUE
FRESNO, CALIF. 93704

NORTHEASTERN JUNIOR COLLEGE
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LISTING OF PROJECT REPORTS PRINTED FOR DISTRIBUTION

First Round, April, 1973:

1. State Planning for the Disadvantaged. Important planning concepts and techniques are described based on the OEO project states' experiences.
2. The Effect of Organizational Structure on Planning. Describes a number of organizational variables which appeared to affect success and failure in the OEO state planning projects.
3. Academic Planning for the Minority/Disadvantaged Student: Three Models for Change. Conclusions grouped in three critical areas of development: modal learning programs, accountability learning systems, and non-campus degree programs.
4. Career Education: Concepts, Components, and Planning. The relevance of career education in meeting the needs of the disadvantaged, and important components of a career education system.
5. Career Education: Toward a Model for Statewide Planning. The basic steps and ingredients for pre-planning, planning and demonstration, and utilization and implementation are suggested.
6. Counseling: Bridging the Gap Between Reality and Expectations. The major ingredients in a successful counseling program are explored, and three exemplary models described.

7. Recruiting: Making the Open Door a Reality. The need for improved support service programs, along with several suggestions for change.

Second Round, September, 1973

1. Cost Benefit Analysis: Non Traditional Education for the Disadvantaged. Based upon experiences in the Community College of Vermont, this report presents practical suggestions in carrying out effective analysis.
2. Solutions for the Seventies: An Analysis of Competency-Based Learning and Cluster Colleges. A look at several institutional attempts at restructuring the learning environment.
3. The Community Involvement Program: Recognizing Community-Based Learning. A report on a Washington State program which offers credit for community-based learning.
4. Learning Contracts: Facilitating Academic Change. Provides some general information and specific examples of the learning contract in fulfillment of requirements for academic credit.

Distribution to Selected Clientele, November, 1973.

1. Enrollment Forecasting. Important questions and issues in the process of developing an enrollment forecasting model. (Sent to state vocational education directors.)
2. Research/Information Needs for Program Innovation in Community College Education. Based on a national survey, this report

analyses needs and suggests directions. (Sent to state and national agencies of higher education, including NIE, OE, HEW, OEO, and AACJC.)

3. Institutional Research Needs for U.S. Community Colleges. Identifying critical research needs. (Sent along with the Research/Information Needs report.)

Third Round, June, 1974:

The following rather specific reports were developed in cooperation with Washington State University. Report topics were selected as the result of a national poll illiciting client interests.

1. A Guide for Planning and Implementing Career Education Programs in the Community College.
2. Job Development: What It Is and How to Do It.
3. The New Directions Program at Los Angeles City College: A Systems Approach to Human and Community Development.
4. The New Learners and the Community College.
5. Philosophy and Methodologies for the Evaluation of Innovative and Nontraditional Programs.
6. Planning AA/BA Articulation.
7. Recruiting: The Problem of Attrition.
8. Remedial Programs: Are they the Panacea or the Problem?

APPENDIX C

BACKGROUND TO NATIONAL DISSEMINATION

Included in this appendix are a few letters and short, descriptive papers written before the National Dissemination Project was funded. They provide some picture of OEO's concern with a new "utilization" approach to dissemination, as well as the need to realize the agency's investment in exploratory community college programming.

NATIONAL DISSEMINATION PROPOSAL presented by WASHINGTON STATE PROJECT

BACKGROUND

OEO/OPD has spent about $1.5 million over the past two years on planning and feasibility projects for minority and disadvantaged students in community colleges.

Many other federally-funded projects have developed out of OEO/OPD's initial effort. These too have a bearing, both on OEO/OPD's original objectives and on post-secondary education for the disadvantaged.

The new emphasis on post-secondary career education, as expressed through OE, DOL, and HEW, has been given special urgency by the nature and level of continuing "structural unemployment". This makes the results of OEO/OPD's experiments especially crucial to national policy. But the scope of the developments arising out of OEO/OPD's pilot planning effort is so wide that their "utilization", itself, constitutes a major project.

THE PROPOSAL

The main purpose of the proposal is to IDENTIFY, and UTILIZE, all results arising out of OEO/OPD's national experiment in community college education.

This is to be accomplished by:

(i) Extracting relevant information from the areas of activity in which OEO/OPD pilot projects were initiated; (ii) Evaluating and testing to produce hypotheses and recommendations; (iiii) Implementing a strategy for using the obtained results---with a built-in procedure for testing the effectiveness of strategy options.

(1) thru (iii) are defined, then achieved, through systems of advanced, cost-saving techniques that have already been field-tested by the Washington State Project. These advanced methods, backed up by office experience in their use, are a special feature of the proposal.

TARGET LEVELS OF ACCOMPLISHMENT

The scope of the proposal can be stated as follows:

(1) 10-20 centers of activity across the US can be reviewed, covering 100-200 projects and sub-projects.

(2) 15-30 major hypotheses on community college education can be developed and tested, using data, field reports, and specialized review techniques.

(3) 20-50 recommendations, matrixed for relevance and applicability, can be prepared for action.

(4) 100-200 acts of "dissemination", covering the spectrum from "passive" to "active" utilization, can be programmed and carried out on all levels of government, through relevant areas in the U.S.

(5) With proper planning, a 50% acceptance rate on dissemination efforts can be achieved and maintained.

These are not the actual targets of the proposal. Final targets have to be set during, not before, the National Dissemination process. But they show what the system contained in the proposal can accomplish, if needed.

SPECIAL FEATURES

I. LOW COST. At $176,000 over an 18-month period, the cost is about 10% of the original direct investment---and even less, if indirect investement is counted in. This is less than ¼ of unofficial estimates, from industry or government, for a project of this scope (see previous section).

II. WIDE PARTICIPATION. The set-up of the project allows for participation from all parts of the US in the actual process of evaluation, recommendation and action. Administrative "centering" is designed to expedite and coordinate---and the rules of cooperation have already been agreed upon by participating "regional" units.

III. FIELD TEST FOR OEO's UTILIZATION PHILOSOPHY. The proposal has been designed to monitor "utilization" as an approach, itself---providing an independent review for the kinds of things "utlization" should do, in order to be effective.

IV. UTILIZES SKILLS, TECHNIQUES, ORGANIZATIONS, PERSONNEL ALREADY DEVELOPED. Because it uses the best of what OEO has already paid for, this saves time, effort, money.

November 1, 1971

Miss Jane Hannaway
OPD/Education M721
Office of Economic Opportunity
1200 19th St. N. W.
Washington, D. C. 20506

Dear Jane:

Our proposal for "National Dissemination and Utilization" was mailed to you on Saturday, October 30. Here are some additional comments on what we are submitting.

You will note that much of the proposal is concerned with describing the philosophy and the broad goals of the dissemination and utilization process. This is because of our feeling that this is precisely what is needed; the specific meanings of words like "utilization" and "dissemination" must be clearly agreed upon. Execution of the project will then be precise, clear-cut and easy.

As decided at the OEO/OPD meeting on September 26, 1971, we are going for Option C--or, more accurately, allowing for both C and D. I think this point should be made clear at whatever discussions are held on this proposal; i.e., that this scope was dictated by OEO/OPD's request, rather than our ambitions.

Discussions with Vermont and California led us to reserve monies for them in our travel and consultancy budgets rather than write separate "regional" office budgets for them. I am expecting that this formula will also be accepted by North Carolina, if it is to be the fourth participating "center".

As you will note, a detailed work plan has been presented for the Phase I stage, from January 1 to August 30, 1972; after long review, it was decided not to submit a work plan for Phase II. We felt that the nature of the information gathered, reports, data etc. could not be predicted at this point; so, a detailed work plan will be meaningless. However, provisions have been made for developing such a work plan in Phase I; and the overall objectives of Phase II are, I believe, laid out in sufficient detail for you to see how we would go about applying these objectives in developing a Phase II work plan.

Everyone we have talked to, says that our cost estimate is too low--to gather, define, utilize and disseminate the results of an R & D effort of this scope in so many locations, at 10 to 15% of the cost of initial investment, is impossible. We think we can do it; I only hope someone out there appreciates what we will be trying to pull off!

Sincerely yours,

Deb. K. Das
Project Director

DKD:mc

cc: Tom Kryzak

January 4, 1972

Miss Jane Hannaway
OPD/Education M721
Office of Economic Opportunity
1200 19th St. N. W.
Washington D. C. 20506

Dear Jane:

The following observations may help in making your presentation to Mrs. Khosrovy on the National Dissemination Proposal.

1) All major priorities in education, as expressed by the Office of Education, are increasingly emphasizing precisely those areas in which the community college projects were first defined. Sidney Marland's emphasis on career education, the voc-ed emphasis on "disadvantaged", the alternate forms of institutions emphasized by the Ford Foundation--it is clear that, given these new priorities, the successes and failures of the community college projects could have a very significant bearing on the future of American education.

2) A true National Dissemination Project would necessarily be concerned, not merely with what "went on" in the community college projects themselves, but other related areas which had a bearing on the success or failure of the individual community college projects. Thus, the National Dissemination Project must be sharply distinguished from a simple "program audit" of the community college projects.

A great deal ought to be learned about: (a) kinds of institutional experiments that work--and those that do not; (b) the levels of "authority" and of "participation" which are appropriate to relevant educational planning; (c) types of socio-economic "constraints" which act as roadblocks to the delivery of educational services; (d) the information and data-systems which allow monitoring of successes and failures in educational experiments--without which, no innovation can be truly tested in an academic or any other context.

The point is that all of these, (a) through (d), are indispensable to any realistic projects for educational reform on a national basis. But the facts on all these can only be obtained through a National Dissemination Project, which bases itself on the experiments carried out in the field across the nation, and systematically extracts the required information in an efficient manner from the experiences of local and regional planners.

I hope these thoughts assist you to some extent in your presentation. If you have any further questions, please do not hesitate to ask.

Yours sincerely,

Deb K. Das

DKD:mc

LLOYD MEEDS
2D DISTRICT, WASHINGTON

LEONARD SAARI
ADMINISTRATIVE ASSISTANT

JIM PRICE
DISTRICT OFFICE DIRECTOR
ROOM 201
FEDERAL BUILDING
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[illegible] RECD FEB 2 1972

Congress of the United States
House of Representatives
Washington, D.C. 20515

COMMITTEE ON EDUCATION
AND LABOR

SUBCOMMITTEES:
GENERAL EDUCATION
SELECT EDUCATION
SELECT LABOR

COMMITTEE ON INTERIOR
AND INSULAR AFFAIRS

SUBCOMMITTEES:
INDIAN AFFAIRS
IRRIGATION AND RECLAMATION
TERRITORIAL AND INSULAR
AFFAIRS

February 25, 1972

Mr. Deb K. Das, Project Director
State Board for Community College Education
2722 Eastlake Ave. E.
Seattle, Washington 98102

Dear ~~Mr. Das~~ Deb:

Enclosed is a copy of a letter just received from Carol Khosrovi of OEO regarding the "National Utilization" proposal.

It looks reasonably favorable, although obviously the decision will not be made for several weeks.

Kind regards.

Sincerely,

Lloyd

Lloyd Meeds
Member of Congress

LM:tww
Enclosure

THIS STATIONERY PRINTED ON PAPER MADE WITH RECYCLED FIBERS

[illegible]

FEB 22 1972

Honorable Lloyd Meeds
House of Representatives
Washington, D. C. 20515

Dear Congressman Meeds:

I appreciated your letter expressing interest in the proposal submitted by the Washington State Board for Community College Education. Their ideas for an approach to a "National Utilization" of project findings and techniques tested in improving the response of the nation's community colleges to the needs of the disadvantaged is of much interest here at the Office of Economic Opportunity for several reasons.

First, the agency has recognized the need to expand its competence in implementing an effective dissemination and utilization program. As you are aware the OEO has an accumulated, broad experiential knowledge in a broad array of program areas relating to human needs. To date, however, there is little expertise or emphasis in the effective marketing of programs that have worked in human, social and institutional services. Parenthetically, Mr. Wesley Hjornevik, Deputy Director, in advance of the proposal from Washington State Board, had formed a task force to study utilization issues and make necessary recommendations to the agency. Second, we have made a rather important investment in exploratory community college programming. There has been a range of successes and failures, and I am most interested in seeing to it that those in the community college field have the opportunity to learn from this experience.

There are several factors which need further consideration before we make a final determination on the Washington State Board proposal. First, funds available for utilization will be expended consistent with the recommendations coming from the agency task force. At present, this may not appear to be a problem, but there is that possibility. Second, we also want to determine whether the State Board is the most qualified agency to undertake such a nationwide effort. I expect to have further information concerning these issues within the next few weeks.

Sincerely,

Carol M. Khosrovi

Carol M. Khosrovi
Director
Office of Program Development

APPENDIX D

LISTING OF PROJECT PROGRESS REPORTS

Since the National Dissemination Project began in 1972, periodic progress and strategy reports have been prepared for submission to OEO. Together, they serve as a graphic record of the Project's efforts to define a course of action and carry it out.

Listed here, in chronological order are NDP reports available on file at OEO, Washington, D.C. They may be obtained through Jack Ramsey, assistant director for operations, OEO. They are also on file at the Washington State Board for Community College Education, Olympia, Washington.

1. National Dissemination Project: An Initial Report, August 31, 1972. Includes premises and goals generated in specialist areas.

2. A Report on the First National Workshop, September, 1972

3. NDP: Second Report, October 31, 1972.

4. A Report on the Second National Workshop, November, 1972.

5. NDP Progress Report, November 13, 1972. Includes a preliminary analysis of possible client groups and strategies.

6. NDP Progress Report, January 31, 1973.

7. NDP Plan for Phase II, March 15, 1973.
A Major, inclusive document analysing the background and
8. major findings of the Project, the conceptual framework
of dissemination and utilization, specific strategies
for providing client assistance, and alternative management plans for Phase II of the Project.

8. NDP Status Report, July 31, 1973.

9. NDP Plan for Phase II-B, July 31, 1972.
   A plan for continuing the Project, with emphasis upon investigation of more "active" modes of dissemination.

10. NDP Status Report, December 1973.

APPENDIX E

EVALUATION APPROACHES

1. The "Das-Hannaway" Evaluation Approach
2. Cost-Benefit Implications in Dissemination
3. The Relevance Matrix

THE "DAS-HANNAWAY" EVALUATION APPROACH

On several different occasions, the National Dissemination Project has used an evaluative instrument nicknamed the "Das-Hannaway" model. Because it appears to have been developed within the context of the National Dissemination Project, a brief summary is provided to show how it works.

The method is applied to a situation where one person (call him "A") is trying to get another (say "B") to act to produce a specific outcome (let's call it X). For our purposes, we assume that B is expected to produce X voluntarily - i.e., A cannot "order" B to produce X; B needs to be convinced, persuaded or otherwise directed.

If B could feel he should produce X, A's strategy has been "perfectly successful". However, short of performing X, there are still some useful positions to which B could be "moved".

If B could feel he should produce X, that is the first stage of "progress" (call it X_o). If he has the information which tells him why, and to what degree X should be produced (i.e. he knows how and why), that is the second stage (X_1); if B can be persuaded to plan to produce X, that is one more stage (X_2); if he actually starts to implement his plans, that is the action stage (X_3); if X is actually produced, that is the final stage (X_4).

If X is a "result" or "outcome" there is something else we must consider: it could be well-produced or badly produced. Clearly, the same thing could be said for each of the stages, X_o through X_4. A person could be well- or ill- informed; his planning may be mediocre or superior. The level of performance could differ from stage to stage, of course, but that is another story.

Taking both these points together, A could find B has "decided he should do something to produce X"; this would leave him at X_2, depending on the strength of his intentions. This is a "half-way" accomplishment for A and should be considered as such.

But suppose A had no intention other than getting B to feel interested about X. In this case, B's decision would actually be an "overfulfillment" of A's purposes. Whether this is good or bad depends on the context; but it is clear that A's minimum "hopes" must also be taken into account if we are to assess the success or failure of A's efforts to "motivate" B.

These general observations can now be formalized into an evaluation model.

The five "stages" to the outcome X can be labelled AWARENESS, INFORMATION, PLANNING, IMPLEMENTATION, RESULTS; or FEELING, KNOWING, PLANNING, DOING, RESULT. The levels can be assigned values 0 through 4. Similarly, the level of achievement within each stage can be rated on a scale from 0 through 9; these could be defined by subjective valuation or in terms of specified outcomes.

To represent a particular stage of accomplishment, we use a two-digit code, separated by a decimal point; for example, a middle level of "planning" to produce X could be expressed as 2.5.

The following steps are used to execute this approach.

(1) An expected stage of accomplishment is named for actions to produce a future outcome X. (A deadline by which this "stage" is to be reached is advisable).

If it is possible to specify a particular level within the stage, this is specified; otherwise, the "median" level of .5 is assumed.

(2) The actual level of accomplishment can be tracked over time, or at the deadline, or as a general assessment after the activities are concluded.

(3) The comparison between (1) and (2) can then be qualitatively evaluated. Given a whole series of outcomes (e.g. as part of a process to promote planning, or acceptance of innovative methods), correlation analysis and other statistical techniques can be applied; cost-benefit models can be developed and analyses of change strategies can be conducted.

This model has been applied by the National Dissemination Project in several different contexts and in a variety of different modes. Some applications of the model will be found elsewhere in this report.

In theoretical terms, the major significance of the model is that it provides a way to "translate" subjective judgements into a format that is precise enough for rough quantitative analysis. The "translation", moreover, is direct and can be clearly identified; and its elements can be altered easily to suit different judgements. It is flexible enough to be superimposed on a traditional M-B-O format, and yet adds a qualitative dimension which is missing in M-B-O. It is therefore a versatile and easily useable instrument with a lot of potential in practical situations where evaluation is needed.

COST-BENEFIT IMPLICATIONS IN DISSEMINATION

Because improvisations in methods were an essential part of the National Dissemination Project, it was impossible to do a full scale cost-benefit study with the appropriate degree of rigor and precision. However, enough preliminary results were obtained to justify some tentative conclusions.

The following kinds of costs are attributable to the "assessment" (Phase One) stage.

(1) "OVERHEAD" costs such as office space, clerical services, utilities, and minimum overhead expenses necessary to sustain the project.

Our calculations indicate that, for a national project such costs not attributable to specific activities or areas of concern would be $10,000 to $20,000 per year.

(2) "ATTRIBUTABLE" costs can be viewed in terms of broad "areas" of concern: Career Education, Educational Services, Academic Planning and other National Dissemination activities.

In each case, one would have to count: (i) costs of professionals and/or consultants active in the area; (ii) "support" costs such as clerical services, telephones, travel, workshops, etc.; (iii) costs of "communication" not covered by (i) or (ii) such as publication of reports, conference registration, workshops, etc.

During Phase One, we relied on full time professional help in each "area" of concern; our costs by "area" were $15,000 to

$20,00 per year.

These costs would have remained substantially the same regardless of the degree to which dissemination activities were developed by area.

During Phase Two, a switch to consulting services provided an opportunity to reduce area-by-area costs to $5,000 to $10,000 per year.

This lowering of cost was possible because the experiences and information already gained in the earlier stages could be used without additional cost; for example, the list of clients developed in the earlier stages could be polled to provide topics for consultant reports, rather than having to be approached with a laboriously developed set of priorities and collated experiences. This suggests a "learning curve" phenomenon in information retrieval successive cycles -- as well as, improved products.

We shall now try to assess the "efficiency" of the assessment process.

Several "major" areas of concern in post-secondary education -- Operational Management, Governance, and Funding -- were left out by us, because they were outside the scope of our project. However, an attempt was made to assess the areas of our concern as comprehensively as time and resources permitted. The narrowing down of the areas into certain major topics and levels of generality took place as part of the assessment process; and the limitations were those of communicability and coverage (to clients), as well as our own capabilies in surveying and interpreting information.

To put it another way, the approach adopted by the National Dissemination Project may well have been *the optimal way to communicate ideas for change to a national clientele*. If more specificity and detail had been attempted, the costs of research and collation would have increased sharply and "users" would have been far more difficult to locate. On the other hand, a greater level of generality (required by lower costs) would have produced very little "useable" information (in terms of client interest).

Our evidence for this view is circumstantial, but can be stated.

The most expensive and detailed topic which we covered was the development of a linear stochastic model for long-range occupational forecasting. While the model was considered a pioneer and a prototype, the clients who could be persuaded to try it were very difficult to reach, and efforts to communicate its implications were also time consuming. It became clear that expecting people to adopt the Cleff-Engel model would require applied research as well as dissemination activity. While the idea was promising, it was simply far too advanced and complex for a straight forward dissemination process. (See Appendix G).

At the other extreme, one of the "easier" reports produced by the National Dissemination Project was the overview of the ten statewide planning efforts initiated by OEO, which had preceded the National Disseminationa Project; little work on our part was required beyond assessing accomplishments of a small number of already completed projects. Client interest in the report did exist, but was perfunctory; its level of generality was not even useful for planning purposes, and our "active" efforts in planning soon had to get down to the level of specific methods or tools (such as the Relevance Matrix) which could be explained.

On the cost evidence we have, we think that the costs of collating and assessing information that could match a specific client-initiated request for "useful" information would run to $50. to $100. per fulfilled request, reducing to $25. with experience (say, over a period of three years). This excludes the cost of dissemination itself, since the mode used could determine its level. Any dissemination plan with a lower unit-cost would risk providing "useless" information, because client needs could not be matched. Higher unit-cost budgets, on the other hand, would tend to accumulate "surplus" information with restricted applicability to clientele and higher dissemination costs.

It is difficult to distinguish precisely between assessment costs and dissemination costs. However, as part of our Phase Two plan, we attempted to project the unit costs of different modes of dissemination from "passive" to "active". These can now be reconsidered in the light of our experience with the dissemination process.

If presentation, packaging, mailing and client identification costs are fully taken into account, the cost per completed "passive" dissemination would run about $5. to $10. per unit. The most "active" forms would cost about $100. to $200. per act of dissemination per client, if we assume that multi-client, multi-goal disseminations are the norm in the most "active" format (e.g. workshops involving consultants).

On the other hand, "passive" dissemination involves a low pay-off, both in terms of response to client-identification strategy and the degree of "usefulness" which can be developed from available sources of information. A properly executed "active" dissemination can deal with highly-motivated clients, several well-defined topics, and strategies (for moving from simple communication of basic idea, to devising and carrying out implementation strategies.)

While the costs of dissemination vary evenly, from the $5. - $10./unit level to the $100. - $200./unit level as we move from "passive" to "active", our experience indicates that pay-offs do not. A major shift into an "active" mode is required before substantially higher pay-off ratios are obtained.

A strategy to maximize benefits with respect to total costs of dissemination could therefore be designed in any of the following ways:

(1) A mix of "passive" and "active" strategies could be used, with a decision procedure to identify clients where "active" strategy would produce useful results. The requires a flexible data assessment procedure and ways to produce "packages" which could be quickly adapted to both modes; it also requires decision-makers (i.e. facilitators) who can make key decisions on mode of dissemination and coordinate the delivery of information (CHANGE AGENT MODEL).

(2) The "active" mode could be dominant, with facilitators assisting in implementation of ideas; but a data-bank system of access should be available, with referral services to match. (CONSULTANT MODEL).

(3) The "passive" model would predominate, but referral to specialized consultancy services would be available "on call" and could be deployed to "active" assignments. (LIBRARY MODEL).

In cost-benefit terms, the CHANGE AGENT MODEL would appear to be the system that would lead to optimal costs. While adaptation of the CONSULTANT or LIBRARY models could be devised in ways that could promote efficient operation, they involve higher degrees of risk (lower pay-offs) or surplus information banks yielding diminishing marginal returns.

Because these conclusions are informal, it is suggested that a full-scale costs-benefit study be conducted on dissemination activities, based on models suggested by the foregoing discussion.

THE RELEVANCE MATRIX

The Relevance Matrix was developed as a planning tool in Washington State during 1970-72 for participatory planning of community college programs.

During National Dissemination activities, the Matrix approach was presented in different institutional settings, and tried out as a planning device. There were several local adaptations of the approach, and it was put to different uses.

To construct a Relevance Matrix, the planning group (or task force) first "brainstorms" a list of goals defining the area which is being considered for planning. Care is taken to include all "possible" goals, without any attempt at prioritization; goals, moreover, must be in the nature of "purpose" or "value" statements, and must exclude all "measure" terms (increase, decrease, maximize, reduce).

Once a list of goals is prepared, the group reassembles to define a set of possible objectives, WITHOUT referring to the set of goals. Objectives are statements of intent, about the broad things it is intended to accomplish; for example, "increase enrollment, reduce dropouts, extend counselling services or tutorials", etc.

A matrix is drawn up listing the goals along the top row, and objectives along the left-hand colum. (See diagram I). Each person prepares,or is handed, his own "blank" matrix.

OBJECTIVES

← GOALS

DIAGRAM I

	A	B	C	D	E	F	G	H	I
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									

OBJECTIVES

← GOALS

DIAGRAM II

	A	B	C	D	E	F	G	H	I
1	✓	✓	✓	✓		✓	✓	✓	
2		✓	✓		✓	✓	✓		
3		✓		✓	✓	✓		✓	✓
4			✓	✓		✓	✓		
5	✓	✓	✓	✓			✓	✓	
6	✓	✓	✓	✓	✓			✓	
7	✓		✓	✓	✓	✓	✓		✓
8		✓	✓	✓		✓	✓	✓	
9	✓	✓	✓						✓
10		✓	✓	✓	✓	✓		✓	

E-10A

Participants then vote on the "relevance" of every objective to each goal, by deciding whether the accomplishment of the objective will, in fact, conform to the purposes of the stated goal. If the answer is "yes", the box is checked; if "no", it is left blank. (See diagram II). An alternative method requires the use of a rating scale, with degree of relevance being decided by the "voter".

When each person has completed his matrix, the checks (or scores) are tallied and the "group matrix" is displayed.

Adding up the column totals will now give the priority order of the goals with respect to the objectives. The row totals yield a priority order for objectives in relation to goals.

Because of the way in which information is tabulated, far more information can be extracted from the matrix.

(1) Reasons for high or low priorities can be assigned, on a group or individual basis, by comparing scores in individual boxes.

(2) Correlations between preference patterns of different groups, consistencies in voting patterns, etc. can be established using statistical techniques.

The Relevance Matrix can be used to cover large groups, by using Matrix forms and correspondence.

A full-scale Relevance Matrix would require a specification of possible tasks, and an objective-to-tasks matrix using the same approach. An additional result from the second-order matrix is that the priority orders of objectives in both matrices can be compared, to see if underlying inconsistencies are developing in the planning process -- and where they are occurring.

The Relevance Matrix proved to be a very flexible tool in organizing activities around a common rationale, and specifying tasks and objectives for meeting philosophical goals. Where successfully used, participants felt they had fully expressed their own preferences and the outcomes were still sufficiently precise for operational management guidelines.

APPENDIX F

SOME INTERNATIONAL ACTIVITIES

While the National Dissemination Project was concerned with (and funded for) promoting community college innovation in the U.S., the scope of its work inevitably brought into focus the notion that "internationalization" of the ideas was possible in the proper contexts.

The basic premise was that "short-cycle post-secondary education" was becoming increasingly important to (a) developing countries whose educational priorities were shifting from literacy to manpower skill training; (b) mature societies which were under pressure to adapt "classical" forms of education to technological changes. The "community college concept" as developed in the U.S. could be a possible way to meet this international need, in the ways that were most consistent with freedom and educational opportunity.

The idea of a comprehensive, international strategy was first explored with Dr. Ray Schultz, formerly International Director of AACJC. Eight countries were identified as top-priority "client-nations", because their political stability and educational planning seemed to promise the highest degree of success in utilizing new educational concepts. Another seven countries were classified as "second-priority", and sixteen could find equal success with new educational concepts, if certain local preconditions could be met. A plan for strategic dissemination activities was presented to the World Bank and UNESCO.

While the ideas were considered very interesting, neither the World Bank nor UNESCO was structured to fund, or promote, the kind of comprehensive strategy proposed by the National Dissemination Project. However, the concept remains an interesting one; and, with an appropriate sponsor, it could prove to be of great significance.

Indications of the promise of international dissemination were received from (1) planning and "idea" sessions with the World Council of Universities, whose offices were located in Seattle; (2) presentations made to the All-India Higher Educational Conference in Calcutta, 1973, where the "community college concept" was explored in some depth in workshop sessions; (3) discussions with the acting Director of Vocational Education at Tel Aviv University, Israel where the possibilities of community colleges were informally explored; (4) consultations with AACJC's International Office on possibilities in Latin America. In each case, the problem was not with the ideas, but ways to sponsor and organize such activities.

The likelihood is that the need for improved systems of "short-cycle post-secondary education" will grow throughout the world in the coming decade; and the American "community college" could appear to be a universal panacea. It is therefore very necessary that international dissemination of approporiate modes for developing community college systems become an urgent American priority.

APPENDIX G

THE CLEFF-ENGEL MODEL

The Cleff-Engel Model for long-range occupational forecasting was developed for the National Dissemination Project by Dr. Samuel E. Cleff and Mr. Frank Engel in 1973.

The development of the Cleff-Engel model could be viewed as an experiment in two areas: (1) to see how far research results from one area (OEO/Manpower) could be applied to another area (education); (2) to test whether a "dissemination" process could work in tandem with a major R & D effort to produce systems for client use.

OEO/Manpower had tested the Cleff system in 1970, as a method for identifying and matching job-seekers' interests (rather than aptitudes) to jobs available. The Cleff system had reportedly outperformed aptitude tests under experimental conditions, and had been able to place low-income and disadvantaged persons in career paths even though they lacked the confidence or the skills for aptitude tests.

$16,000 was invested in the development of the Cleff-Engel model, out of Voc-Ed Research funds. The outcome of the research was a model that (a) provided a 10-year stochastic "predictor" for training needs in occupational areas defined by skill requirement rather than industrial (D.O.T.) classification; (b) had built-in capabilities to handle "shocks" such as inflation, recession, or shifts in demographic patterns; (c) was programmed to be useable in simulation exercises (e.g. speculations on future economic developments, and its impact on occupation-by-occupation training needs); (d) provided estimates of fluctuations in training-need cycles, so policy-makers could decide whether on-job training, short-cycle programs in proprietary schools, community colleges or a 4-year baccalaureate education would be best fitted to take advantage of "seasonal" variations in each occupational area.

(A full technical report on the mathematical equations and programming needed for the Cleff-Engel model is available with the National Dissemination Project.)

The Cleff-Engel model was intended for use with the Cleff system. "Job-matching" ideas used in Manpower could be used, it was felt, to project training options by student preference; long-range training projections could then be superimposed as a planning tool, as well as an advisory instrument for guiding students into appropriate future careers. The specifications of the model were based on needs, dissatisfactions and demands voiced by vocational educators, as well as experiences with the frustrations of vocational planning and forecasting.

In retrospect, the difficulty with the Cleff-Engel model was that, although it was developed in response to known needs and problems, it was "ahead of its time." To view vocational training in terms of individual preferences rather than industrial categories proved to be too much of a challenge for higher-level administrators who balked at the prospect of altering management styles, programs, and counseling techniques "across-the-board." Also, many state and local programs are required to follow D.O.T. classifications for federal reports, and the possibility that "dual" M.I.S. data could be needed, alarmed program people. There was also resistance from field-level educators who (correctly) saw the approach as "revolutionizing" their jobs, and did not relish the prospect.

Very favorable reactions were received from administrators who appreciated the seriousness of the problems that the Cleff-Engel model was attempting to solve. But even such persons underlined the difficulties of changing entire college programs, or state planning systems, as the Cleff-Engel model would ultimately require.

Our experiences with the Cleff-Engel model show us that the traditional R & D approach---find a solution to an existing major problem---may create secondary problems by its very "success". Either there has to be a "stick", requiring changes in systems needed to implement an advanced approach; or a "carrot" that provides incentives (such as money) to test new approaches. Neither of these options can be considered as a part of "dissemination"; in fact, they could undermine the basic purpose of a dissemination strategy. Perhaps, if the Cleff-Engel model had attempted less than a "solution", and concentrated instead on cosmetic improvements to current forecasting approaches, it would have gained greater "acceptability." Instead, it exposed the weaknesses of current voc-ed planning, and required far too much of those who, as part of the problem, would make the difference between acceptance and rejection. Perhaps, in the future, the Cleff-Engel model will be found to be vindicated--by circumstance and events, if not by people.

APPENDIX H

SOME MATHEMATICAL APPROACHES TO DISSEMINATION AND COMMUNICATION RESEARCH

0. INTRODUCTORY NOTE

Basic research on dissemination suffers from a shortage of appropriate concepts and methodologies. What passes for research in this area is often (to put it kindly) misguided; lacking a fundamentally sound rationale, it is susceptible to the GIGO ("Garbage in, Garbage out") syndrome.

The basic concepts presented below by the National Dissemination Project may assist researchers in conducting more "relevant" research on dissemination. Notions drawn from our experiences have been simplified (sometimes, over-simplified) to make them adaptable to mathematical techniques. The outcome (we hope) is a rigorous structure for model-building and research, which can be modified with experience.

1. SOME BASIC DEFINITIONS

1.1. INFORMATION can be defined as any non-random set of elements that are created by, and passed from, one entity (called the TRANSMITTER) to another (called the RECEIVER).

The term "non-random" implies there are principles by which the elements constituting information are arranged.

1.2. Any way of arranging the elements (of information) which specifies how and why they should be so arranged is called a LOGIC.

There can, of course, be many different "logics", even for the same arrangements of elements.

1.3. The MEANING of a piece of information is the pattern imposed on its elements by a particular "logic". (The same "logic" can be used on different pieces of information, to produce different meanings.)

1.3.1. If meaning is superimposed by the transmitter, the piece of information is a MESSAGE. If a meaning is also discovered by the receiver, we have a COMMUNICATION.

1.3.2. If all elements of a message correspond to a consistent logic and each element contributes to a unique meaning, the message is fully meaningful. For a communication to be "fully meaningful", both transmitter and receiver have to find their consistent logics for the message; a special case, perfect communication, occurs, where transmitter's and receiver's logics are identical. *

1.3.3. Communication can be less than fully meaningful if (1) some of the elements are random or unclear (to receiver); (2) no consistent logic corresponds to all elements (for receiver or transmitter); (3) more than one logic can produce meanings on the message (for transmitter or receiver).

Mathematical methods (probability theory and stochastics) can be used to determine degrees of meaningfulness in each of the case 1.3.3. (1) through 1.3.3. (3).

1.4. A context in which a transmitter's message is reprocessed to return a communication to him as receiver, is called his ENVIRONMENT.

---

* An interesting corollary is that if it is possible at all, perfect communication is unnecessary; but if transmitter and receiver are defined to be different entities it is inevitable.

(A receiver is not necessarily part of the transmitter's environment, but expectations of a receiver's role could be).

1.5. Information transmitted to one's environment is called ACTION. (It again follows that one does not act towards others; only towards those roles/aspects of others that constitute one's own environment.)

1.6. Information is said to be UTILIZED by a receiver if he performs actions that are equivalent to the information received by him. "Equivalence", in this case, requires that meanings similar to the information received apply to the actions performed; i.e. the same logics apply.

1.7. DISSEMINATION is the process of transmitting messages with intent to communicate; i.e. either find receivers for specific messages, or find messages for specific receivers.

1.7.1. Dissemination is complete when communication is effected. It is effective when the communication is utilized (see 1.6.). A test for the effectiveness of dissemination is that the class of "receivers" behaves like an environment for the transmitter.

2. SOME STRUCTURAL PREMISES AND AXIOMS

2.1. Let a store of information be defined as a set of elements $X=X_1, \ldots, X_k$. Let X^1 be the subset of elements that are meaningful, i.e. are covered by a set of meanings $M=m_1, \ldots, m_n$. We can also specify the set of logics $L=L_1, \ldots, L_m$ from which meanings M are founded on X^1.

The hierarchial sets (X,M, L) therefore comprise an information structure. Each person can be presumed to have his own structure, by which his information is "organized".

2.5. The deviations from rationalizability outlined in 2.3.1. provide two ways in which information could be needed.

2.5.1. New information could combine with existing data to confirm already existing meanings.

2.5.2. New information could, by application of logics, lead to new meanings.

2.6. To satisfy 2.5.1., the elements of a message would have to match elements already known to the receiver, i.e. would have to be redundant to some degree; explicitly (by repeating data elements) and implicitly (by reconfirming known meanings).

The need for this kind of information is, therefore, to account for unorganized facts one possesses, to reinforce one's knowledge.

2.6.1. For 2.5.2 the receiver and transmitter would have to possess equivalent (not necessarily identical) logics; i.e. they operate to produce the same meanings in given messages.

2.7. It follows that a transmitter, to satisfy a receiver, must either be "creatively redundant" (i.e. use the same information to extend or reconfirm known meanings) or use the same logics. In the latter case, he must have secured prior agreement on premises and logics; or, he must operate from criteria,(i.e."meta-logics") which indicate that equivalent logics will be applied by the receiver.

2.8. The implications outlined in 2.7. become the heuristics which define strategies of dissemination (following 1.7.). Information disseminated by these strategies also establishes a necessary (though not sufficient) condition for utilization, since the meanings created by the process possess the preconditions for action (1.5.).

3. MATHEMATICAL MODEL-BUILDING

3.1. From "a prior notions about dissemination processes, the following kinds of models can be built; either for further analysis or for empirical research.

3.1.1. Relationships between explicit and implicit degrees of redundancy (2.5.1.) could be explored by statistical methods. This would show, indirectly, how far "the medium is the message" where meanings are involved.

3.1.2. Information-structures (X, M, L, λ) can be subjected to induction and analysis to determine (1) relationships that suggest forms of "organization" (2) Markov-chain and stochastic properties of institutions transmitting/receiving information (3) degrees and modes for λ as expressed through X, M, L; or, how far values, criteria and normative factors dictate the structure of communication.

3.1.3. Ways in which information is utilized can be analyzed by constructing a Markov-chain around the "action concept" defined in 1.5. and 1.6., and using Chapman-Kolmogorov equations. This, in turn, could produce hypotheses on the forms and lag-functions associated with utilization and these could be applied and/or field-tested.

3.1.4. The kinds of information needed to rationalize a structure (2.5.1. and 2.5.2.) can be used to construct a "subjective necessity" function, which portrays the degree to

2.2. For completeness, we need to define a *"logic" of Logics* -- for example, a set of criteria to decide which logic is applicable in what context. This "*meta-logic*" *level* is the realm of Values, Ethics, Philosophies, etc., by which information and action is organized. Where needed, we shall call this level $\lambda = \lambda_1, \ldots, \lambda_p$, where λ_1, λ_2 are "criteria".*

2.3. A RATIONAL INFORMATION-STRUCTURE is one where (1) $X=X^1$, (2) one and only one L_i corresponds to each m_j.

2.3.1. When (1) is not met, the structure is *sub-rational*, since $X > X^1$; when (2) is not met it is *non-rational*, since each m_j can have no L_1, *or* two or more L's.

2.4. To rationalize a person's information-structure means, to execute the changes needed to make it more "rational". In the $X > X^1$ case, more information is needed to "associate" with the "floating" information bits in X and make meanings with given logics. In the L/M non-correspondence case, more information is again needed to produce "corresponding" meanings or/and logics. (It might be possible to achieve the same result if a person could "intentionally" forget logics or meanings, but we discard this possibility).

2.4.1. It follows that *providing "new" information is the only way to rationalize information structures; or, in other words, the need for information is equivalent to the premise that one's knowledge has to be rational*.

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* For an individual who exercises choices, or acts voluntarily, the information-structure should be thought of as (X, M, L, λ). This is because, as can be easily proved, *action or choice cannot be defined without assuming some non-zero λ* .

which information is "needed" by a potential receiver. This can be tested against actions taken to seek information, and threshold values can be established for the level of "necessity" which triggers different kinds of search. This research would be clearly valuable for defining operational dissemination methods.

3.2. Similar "a priori" notions can be used in applied research i.e. testing tools, methods and instruments of dissemination with rigorous criteria and promises. Some examples can be provided.

3.2.1. It is well known to most persons involved with dissemination that meaningful information is never "neutral", i.e. value-free. The degree and generality of this supposition can be tested by examining the circumstances under which the λ-levels of an information system are activated by different message sequences. Or, the use of particular λ's (values) can be monitored by using the structure as an evaulation model.

3.2.2. Sectoral, or partial, models of information-structures can be developed; this requires decomposing a structure into a system with internal transmitting, receiving and communication networks. Phenomena such as "cross-logics" and "transposed meanings", i.e. where logics of one part of the system, or meanings, are applied to other parts, can be explored. This could lead to understanding of decision-structures and better models of institutions as complex information-structures.

3.2.3. A rigorous model for dissemination, which establishes optimal modes by which communication can be an instrument *for change*, may be possible with the concepts we have developed. We may then be able to apply tests such as (1) the degree to which dissemination creates its own environment; (2) how innovation, as a *process*, creates flow, *to* and *from* dissemination sources.

4. CONCLUSIONS

Given the state of research in education, there is little likelihood that fundamental ideas on learning processes will be developed except by afterthought. The history of major education research, whether federally or privately funded, has been one of "bandwagons"; fundamental ideas have been investigated only when enough rhetoric has been generated around a new idea to justify the investigation of peripheral trivia.

The concepts presented in this section do provide such an opportunity; a prospect that, we admit, we view with misgivings. But there is always the chance that these ideas will contribute to a redirection of research towards relevant concerns and major innovations. And, if necessity is the mother of invention, possibility must be a strong claimant for paternity.

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